

READING TOOLKIT

GRADES 1 TO 3

COMPANION DOCUMENT TO SASK READS





Grade One Reading Toolkit Resource



Sun West Reading Toolkit

The purpose of the Reading Toolkit is to provide a place to go where you can get an overview and direction of what teaching in grade 1, 2 or 3 might look like, sound like and feel like as you begin your journey at this grade level. The toolkit has been created weaving and incorporating the Pillars of Reading, Saskatchewan Curricular Reading Outcomes and connecting the Saskatchewan Reads document. Please be sure to take a look at the tool kits created for the other grade levels as well.

This is a living document which means new and different pieces may be added along the way. We invite you to spend time investigating the Reading Strategies Wiki also that has many tools that support the main ideas of this document.

Sincerely,

The Reading Toolkit Team

Grade One

Reading Toolkit

Teaching reading in grade one is a whole new world. These are the areas that you will have to consider as you plan your daily reading program:

- 1. Sight Words**
- 2. Phonological Awareness**
- 3. Phonics and Spelling**
- 4. Vocabulary Development**
- 5. Comprehension**
- 6. Fluency**
- 7. Solving Unknown Words**
- 8. Independent Reading**
- 9. Reading Linked to Writing**
- 10. Sample Day Framework**
- 11. Sample Lesson Planning Ideas**

At the end of this document, you can find a sample "day plan" around teaching reading in your classroom. In grade one, language should be incorporated into all subjects. What you teach in science should be linked to your reading program. Ex. Vocabulary in your weather unit of science will appear in your stories, poems and writing that you do throughout the day. Every subject has a reading focus in grade one.

In each area of our reading program, we have included resources or programs that you may choose from to meet your goals.

There are many ways that you can accomplish these areas. No one way or resource is best but this tool kit will give you a starting place and help you get started as you begin your journey of teaching grade one. You will adapt for different student needs as you see fit.

1. Sight Words

Sight words are words that your students recognize immediately without having to sound them out. (Just try to sound out the word "the".) Sight words improve fluency, which will assist with comprehension. They also assist in spelling so students will know if a word "looks right". Sight words must be consistently embedded throughout all reading materials. For example, poetry should have the same basic sight words as the story you are reading. However, don't try to teach too many words at one time. Make sure the students have mastered them before moving on. It is important to keep reviewing the previously introduced words. It is like building a house – sight words are part of a good foundation.

Sight words must be repeated in many ways: flashcards, word wall, sentence strips, stories, worksheets, word rings, poems, morning message and take home reading. Some students may need to see a word as many as 60 times before it is a sight word (automatic). That is why reading materials must build on previous sight words students have seen. Sight words also become part of the students' vocabulary repertoire.

Each grade has a set of sight words that must be covered. These are called Dolch words. One website with Dolch Words and activities is: <http://www.dolchsightwords.org/>

- [Complete Set of Dolch Site Words by Level – Appendix H](#)

There are many programs that teach sight words. For grade one an excellent program is:

- Primary Success - Successful Sight Reading parts 1 and 2.
 - Also there is a set of stories to accompany this called "Little Books to Accompany Successful Sight Reading". Website for purchase information: http://www.primarysuccess.ca/pdf/Primary_Success_Catalogue.pdf

2. Phonological Awareness

Phonological awareness is not phonics. It refers to an understanding of the different ways spoken language can be broken down and manipulated. It includes words, syllables, onset-rimes and sounds (phonemes). Phonological awareness is auditory only. It does not involve letter symbols. A great webinar on Phonological Awareness is *Reading Strategies Beyond the Primary Grades*: <https://goo.gl/c9AB5E>. Studies show that this is a key area in learning to read. A phonological awareness webinar has been created as well to provide an explanation of how all the pieces fit and connect together providing a framework for guidance and reference. <http://goo.gl/CqDIKp>

Phonological activities are short and can be integrated throughout the day. Choose a time that works best for you. Begin these activities at the beginning of the year and continue to do them on a daily basis.

There are many good resources to teach this. One good example is:

- Phonological awareness lessons by Barbara Elliot. An assessment tool for Emergent Literacy based upon the work of Barbara Elliot is: <https://goo.gl/q9Opxv>

3. Phonics and Spelling

In grade one these two pillars go hand in hand. Phonics is the matching of sounds with letters. Students need to be directly taught the letters and their sounds. In grade one this includes:

- consonants
- blends
- short vowels
- long vowels
- digraphs
- diphthongs
- simple endings (ed, ing, s)
- r controlled vowels (ar, ir, or, ur, er)
- compound words
- contractions

Most programs begin by teaching 3-5 consonants and a short vowel (CVC). Then students are able to combine, sort and makes words which leads to the reading of the words and beginning spelling skills. Teach all the consonants and short vowels first in clusters. Then move on to the long vowels. The order of the other skills will depend on the program you choose to use. These skills will become embedded into your balanced reading program. Don't forget to spend time on correct letter formation throughout.

Some excellent programs include:

- Spelling Through Phonics - The McCracken – See [“Grade One Spelling Checklist” – Appendix A](#)
- Sound City - Anna Ingham: <http://www.soundcityreading.com/index.html>
 - See [Sequence for Teaching – Appendix B](#)
- Primary Phonics - <http://eps.schoolspecialty.com/> ; then search Primary Phonics
- Primary Success - Success Phonics Lessons: http://www.primarysuccess.ca/main_ca.htm

There are lots of catchy rhymes, songs, and books that you can use to teach and practice each of the letter sounds. There are so many resources available on:

- <https://www.youtube.com/>
- <http://www.scholastic.ca/>

4. Vocabulary

Oral and written vocabulary development is very important in the process of reading. Word knowledge increases a student's ability to comprehend what she/he reads. Students need multiple exposure to words in authentic contexts, across content areas. Repetition is essential.

Strategies include (but not limited to):

- PWIM
- word walls
- poetry
- read alouds
- conversations
- open-ended questions
- relationships among words
- vocabulary instruction
- invitations to vocabulary usage
- quick writes

Resources to support vocabulary instruction include:

- Reading Strategies Wiki - <https://readingstrategiesthatwork.wikispaces.com/Putting+the+Pieces+Together>
- Teaching Students with Reading Difficulties and Disabilities <http://www.education.gov.sk.ca/Reading-Difficulties-Disabilities>
- [Building Vocabulary \(Living Sky School Division\)](#) – **Appendix C**
- [Rich and Varied Language Experiences](#) – **Appendix C**

5. Comprehension

There is a natural progression that occurs when teaching grade one students. Due to the nature of students' cognitive readiness, as well as teacher readiness, there is a natural structure that unfolds. The diagram on the next page outlines four pillars of teaching reading comprehension. As teachers gain confidence with these instructional approaches, they will find these are not sequential but recursive. A way that teachers can achieve this is by using the gradual release of responsibility model. The teacher gradually transfers increased responsibility to the students. Teachers ensure that each step of the process is supported and that students are prepared for the next steps in learning.



Modelled Reading

Teacher to Students "I do it".

Teacher models the thinking processes through think alouds.



Shared Reading

Teacher with Students "We do it".

Teacher shares reading experiences and responses to the material read.



Scaffolded/Guided Reading

Students with Teacher "We do it together".

Coaching and guiding students in their application of strategies.



Independent Reading

Student "You do it".

Providing students with opportunities to read independently, asking questions, practising strategies, and expressing their responses to the material read.

Modelled Reading "I do it" and Shared Reading "We do it"

A great place to start with your grade one students is with modelled and shared reading. At the beginning of grade one most of the comprehension development will be oral in nature through modelled reading, shared reading and read alouds. You will be adding to students' ability to comprehend through various techniques while building sight word vocabulary and working on phonetic skills.

First comprehension activities may include:

- Retelling
- Drawing a picture
- Putting letters/words in order using word cards or sentence strips
- Questioning
- Sequencing pictures from the stories
- Role play

Metacognition (students' awareness of how they are reading, skills they are using to read, and ability to express their thoughts) is very important at all stages of the reading process. For this to occur as part of a successful balanced literacy program, it is vital that you incorporate many opportunities for students to talk about their thinking as they read.

Scaffolded/Guided Reading "We do it together"

As students develop a sight vocabulary and are using phonetic skills to sound out and spell words, you be able to incorporate more detailed comprehension strategies based on students' readiness, needs and curricular outcomes. They include:

- Retell the parts of a story - setting, characters, problem, events, solution
- Sequencing a story
- Predict
- Make connections
- Summarize
- Synthesize
- Infer
- Analyze and critique
- Monitor and correct
- Visualize

Continued incorporation of discussions that lead to metacognition is important at this stage of reading development as well.

Independent Reading "You do it"

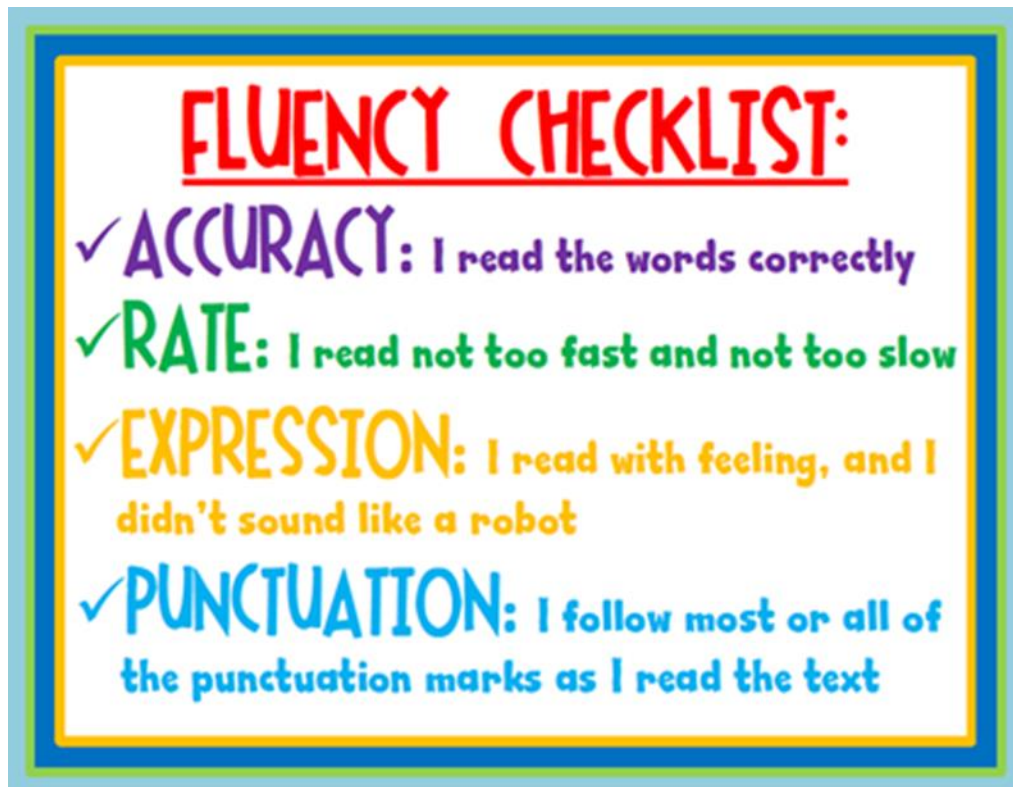
As students develop their reading skills, they will be able to successfully read a variety of materials independently. They will be able to choose "just-right" texts that will assist in the development of reading stamina and academic capacity. (CR1.4 indicator i – sustained reading for 10-15 minutes).

Resources to support comprehension:

- Graphic Organizers to Support Reading Comprehension Strategies
<http://greatgraphicorganizers.wikispaces.com>
- Mentor Texts to Support Reading Comprehension Strategies:
<http://www.mauryk12.org/literacy/reading%20mentor%20texts.htm>
<https://www.pinterest.com/brobesson/rdgstrategiesmentortexts>
- Reading Strategies that Work wiki: <https://goo.gl/sPXNZh>

6. Fluency

Fluency refers to a student's speed, smoothness, and ease of oral reading. Fluent readers read quickly and smoothly, allowing them to focus on comprehension. Students should be able to read aloud with fluency, expression and comprehension. The goal should be 30-60 words per minute (CR1.4 indicator i).



Fluency skills include:

- Proper phrasing
- Reading with expression
- Reading to reflect punctuation
- Adjusting the reading rate for understanding

Some strategies that develop fluency are:

- A solid base of sight words
- Well-developed phonetic skills
- Repeated readings of the same text
- Technology - read to the iPad
- Take home reading
- Independent reading at the student's level
- Listening to modelled reading

- Reader's Theatre
- Using sight word poems: Scholastic Sight Word Poems - <http://goo.gl/VDVTPR>
- Great Leaps has reading fluency resources - <https://goo.gl/vToxbS>
- Fluency passages with Dolch words from www.teacherspayteachers.com similar to these:
 - <https://www.teacherspayteachers.com/Product/Reading-Fluency-700209>
 - <https://www.teacherspayteachers.com/Product/I-Can-Point-and-Read-FREEBIE-Passages-2002121>
- Words Their Way program and rainbow word strips - <http://www.amazon.ca/Words-Their-Way-Vocabulary-Instruction/dp/0137035101>
- Check out: "Oral Language Strategies - Tips from the Trenches" – on the Supporting English Language Learning Wiki (on the bottom of the page) - <http://supporting-english-language-learning.wikispaces.com/Getting+Started>
- The fluency section of "Strategies to Support Struggling Readers" – on the Reading Strategies Wiki - <https://goo.gl/Spvas3>

7. Solving Unknown Words

Our English language presents numerous challenges to decoding words. Refer to Fix-Up Strategies on the Reading Strategies Wiki at <https://goo.gl/K0ReL9>

Strategies to support students in attempting to read unknown words:

- Look at the picture(s)
- Look at all the letters
- Use the point and slide technique – cover letters with finger – uncover to reveal one letter at a time to sound the word out
- Look for patterns that you know
- Sound word by using beginning and ending sounds and any spelling patterns
- Keep your finger on the sentence and reread the sentence to cross-check your possible pronunciation with meaning
- Does it sound right? Do the letters match the sounds?
- Does it make sense? Does it fit?
- Chunk the word if it is a big word. Look for a little word in a big word
- If it doesn't make sense, go back to the word in the sentence and try to think of a word that would make sense and would have these letters

8. Independent Reading

This is the part of reading where students choose and enjoy materials at their own level. When you first start your independent reading time, start slow and increase the amount of time (stamina) over the year. Every day, students need the opportunity to enjoy books of their own choosing.

For more information around beginning the independent reading process in your classroom, some helpful resources include:

- Launching the Readers Workshop – See [Lessons for Developing Independent Reading \(Grade 1 and 2\) – Appendix D](#)
- Daily Five – Read to Self - <https://www.thedailycafe.com/daily-5/read-to-self>

Books in your classroom can be leveled according to:

- DRA results
- Student interests
- Scholastic Book Wizard – search for level of books by author, title or keyword - <http://www.scholastic.com/bookwizard/>
- Level It - App from iTunes - <http://levelitbooks.com/>

There are a variety of ways to organize your classroom library. Pinterest has lots of ideas just waiting for you explore ☺

9. Reading Linked to Writing

Writing is another toolkit!!! It is important to know that writing is linked to reading. We can read what we write and we can write about what we read.

Here are some strategies that involve writing and reading:

Beginning of the Year

- Use sight words to complete cloze passages
- Use the sounds to write a word to complete a sentence
- Use sentence prompts or rhyming patterns from songs/poems (I like ____) (Brown bear, brown bear becomes Johnny, Johnny, who you see?)
- Create sentences with your word cards and copying them down
- Write simple sentences
- Combine students work to create classroom books

Middle of the Year

- Write a more complex sentences
- Journal entries
- Introducing the writing traits:
 - Ruth Culham has a great resource - <http://www.amazon.ca/Traits-Writing-Complete-Primary-Grades/dp/0439574129>
 - Sun West Wikispaces: <http://supportingwriting.wikispaces.com/>
- Respond in writing to picture prompts
- Group stories

- Experience charts

End of the Year

- More independent writing
- Stories with 5 sentences - See [Writing Forms Across Grade Levels – Appendix E](#)
- Incorporation of writing tools (dictionaries, word walls, environmental print, mentor texts)
- The writing process - write/edit/revise/publish

Some resources to use are:

- Spelling Through Phonics - McCracken: <http://goo.gl/Zm5Lg9>
- The 6 + 1 writing traits: <http://supportingwriting.wikispaces.com/>
<http://goo.gl/zpou3D>

10. Sample Day Framework

The school day could include the following:

- Opening Exercises
 - Morning Song, Morning Message, Calendar/Weather, Day Plan
- Sight word practice
- Structured Reading Lesson
 - Introduce a story, read together or read to them, do an activity with the story (sequencing, retelling, fill in the blank questioning, discussion time, vocabulary development, story elements, oral comprehension activities)
 - On the following day, you may re-read the story, or read the story with a partner, doing other activities such as the above
 - All of this will depend on comprehension goals for that day and outcomes being met
- Structured Phonics Time
 - This would include a lesson focused on a particular sound or group of sounds
- Spelling Dictation
 - This could include a list of words that are tied to the structured phonics time
 - Spelling words should be chosen that are part of the context of what you are teaching in the classroom, rather than the teaching of words in isolation (e.g. wherever possible choose words connected to science, social studies, etc.)
- Read Aloud Time
 - Include good quality children's literature that is read aloud by the teacher
 - Revisit the read alouds, using them as a tool to introduce different strategies
- Independent Reading Time
 - Incorporate time that the students have to read independently daily

- Writing Time
 - Depending on how you structure your day, this could be part of the Structured Reading Lesson, Phonics or Spelling. It might even be a separate block involving mini lessons introducing specific writing techniques. It is important that writing is connected to reading, vocabulary and other curricular areas or current events
 - During this time, you may do:
 - journal writing
 - create sight word sentences
 - practice sequencing by writing about first, next, last, or beginning, middle, end
 - writing response activities
 - The goal is that the students will eventually be able to use their writing skills to create a variety of written texts

11. Sample Lesson Planning Ideas

See [Reading Mini Lesson Template – Appendix F](#)

See [September Plan – based on the work of Debbie Miller – Appendix G](#)

Appendices

[Grade One Spelling Checklist – Appendix A](#) (Spelling Through Phonics - McCracken)

[Sequence for Teaching – Appendix B](#) - Sound City - Sequence for Teaching

[Vocabulary Supports – Appendix C:](#)

- [Building Vocabulary \(Living Sky School Division\)](#)
- [Rich and Varied Language Experiences](#)

[Lessons for Developing Independent Reading \(Grade 1 and 2\) – Appendix D](#) - Launching the Readers Workshop – Lessons for Developing Independent Reading (Grade 1 and 2)

[Writing Forms Across Grade Levels – Appendix E](#)

[Reading Mini Lesson Template – Appendix F](#)

[September Plan – based on the work of Debbie Miller – Appendix G](#)

[Complete Set of Dolch Site Words by Level – Appendix H](#)

Appendix A

GRADE ONE SPELLING CHECKLIST	
_____ child's name _____	
Date Learned _____	
_____	Can use M ____, S ____, F ____, B ____, T ____, C ____ correctly in both initial and final positions
_____	Can print correctly a three- or four-letter phonetic word using the short vowel A and the consonants that have been taught
_____	Can use R ____, L ____, P ____ correctly in both initial and final positions
_____	Can print correctly three- or four-letter phonetic words using the short vowel O and the consonants that have been taught
_____	Can use D ____, G ____, N ____, W ____ correctly in both initial and final positions
_____	Can print correctly three- or four-letter phonetic words using the short vowel I and the consonants that have been taught
_____	Can use H ____, J ____, K ____, V ____ correctly in both initial and final positions
_____	Can print correctly three- or four-letter phonetic words using the short vowel U and the consonants that have been taught
_____	Can print correctly three- or four-letter phonetic words using the short vowels A ____, O ____, I ____, U ____ with the consonants learned so far
_____	Can use Y ____, Qu ____, Z ____ correctly in initial position only
_____	Can use Qu ____ in initial or medial position
_____	Can use X ____, Z ____ correctly in final position only
_____	Can print correctly three- or four-letter phonetic words using the short vowel E and the consonants that have been taught
_____	Is beginning to discern the difference between short e and short i
_____	Can write a one-syllable purely phonetic word correctly
_____	Can use consonant blends in both initial and final positions
_____	Can write a two-syllable purely phonetic word correctly
_____	Can write three- and four-syllable phonetic words correctly
_____	Can use the word endings s ____, ing ____, y ____, er ____ correctly when the root word requires no change
_____	Can use the digraphs sh ____, th ____, ch ____ in initial and final positions
_____	Has been introduced to the long vowel sounds and indicates learning by spelling the long /a/ sound as a-e ____, the long /e/ sound as e-e ____, the long /i/ sound as i-e ____, the long /o/ sound as o-e ____, and the long /u/ sound as u-e ____
_____	Can use the standard spelling forms of the following words: the ____, was ____, here ____, one ____, said ____, they ____, come ____, saw ____, you ____, of ____, is ____, who ____

Source: Spelling Through Phonics – Marlene J. McCracken and Robert A. McCracken

Appendix B – Sound City – Sequence of Teaching

Chapter Two

READING SKILLS: Grades One through Six Survey of Sounds Taught and Suggested Timing at any age level

WHAT IS TAUGHT

- (1) Mastery of the alphabet letters in sound, symbol and printing.

- (2) Mastery of initial consonants and endings; visual, auditory, perception of rhyme.

- (3) Mastery of voiced and whispered consonants.

Voiced	Whispered	Voiced	Whispered
b	p	th	th
d	t		sh
g	k (c, ck)	w	wh
v	f	j	ch
l		ng	
m		r	
n		y	

WHEN IT IS TAUGHT

If it is grade one, then this is begun the first day of school and is completed by the end of the third week.

These are taught at the end of the second week.

- (4) Mastery of the open o and the open e as shown in the few words in which they appear:
no, go, so, hello, buffalo, ago, he, me, we, be, she.

- (5) Mastery of the phonogram sounds referred to as basic tool sounds (digraphs, diphthongs).

oi	oy	ai	ay	ck	ore
soil	boy	sail	play	black	more
ar	or	ur	ir	er	
car	corn	purple	girl	mother	
ui	oo	ew	ea	ea	ea
fruit	moon	chew	beach	weather	break
ow	oa	ou	ee	au	aw
yellow	road	sound	see	fault	draw

These are taught with the presentation of any new words along with the reading rules.

- (6) Mastery of the 6 consonants that talk the loudest:
el, em, en, ex, ef, es

These are taught early in the year.

- (7) Mastery of compound words

Taught through seasonal poetry in September.

- (8) Mastery of syllables

(9) Mastery of consonant blends

Whispered			Voiced		
sc	wer	tw	bl	br	qu
sk	sm	dw	cl	cr	
sp	sn		fl	fr	
st	sw		gl	gr	
	shr		pl	dr	
	squ		sl	pr	
	spl			tr	
	spr			thr	
	str				

Blends are taught as they arise.

- (10) Mastery of inflected forms made by adding s, 's, ed, ing, ed or d, ed with the sound of t.

- (11) Mastery of vowels
(a) Long and short vowels
(b) Silent e as in the following words:
rode have
little strange
are the blug
(this "e" is referred to as the "no job e" as there is no rule for the e).

These are taught early in the year. They become part of the spelling lessons.

- (12) Mastery of the r controlled vowels: or, ar, er, ir, ur

- (13) Mastery of the semi vowels: y, i

- (14) Mastery of the letters with one sound:

gu	gn	gh	wr	kn
guess	sign	ghost	write	knee
rh		ph		
rhyme		phone		

These are presented at any age or grade level.

An effective time to tie in basic English rules is during the spelling lessons.

- (15) Mastery of contractions

Taught as situations arise. They are needed by pupils early in the year both in reading and written communication.

- (16) Mastery of reading rules

READING RULES

- CK comes at the end of words and says "C" not "cuh" — black.
- ar says R (use its name) and can come anywhere in the word — art, card, car.
- oo says "oo" and comes in the middle of words — moon.

WHEN TAUGHT

Applied to each new word or basic principle presented, so that each child will be able to make generalizations and transfer his learning to new words which he will encounter and thus discover these unfamiliar words on his own.

4. oo says "oo" as in good root and look and is always followed by d, t or k.
5. ew says "oo" and comes at the end of words as in grew.
6. ui says "oo" and comes in the middle of words. The child learns that few words in the English language contains the ui combination — fruit, juice, suit.
7. oi says "oih" and comes in the middle of words — boil.
8. oy says "oih" and comes at the end of words — boy.
9. ow says "o" and comes on the end of words — yellow.
10. ow says "owl" and comes at the end of words — cow (The child is taught to try both sounds when attacking a new word and thus find the one that sensibly fits into context.)
11. ou says "oul" and comes in the middle of words — sound.
12. ow as in brown is brought to the attention of the children by showing that it is pinched in between the other letters so it has to say ow! The children are also told that it is a distinguished family (brown clown frown crown down town nightown) Refer to Jingles. Chapter 12.
13. ai says "ā" and comes in the middle of words — sail.
14. ay says "ā" and comes at the end of words — play.
15. er says "r" (say the sound not the name) and usually comes at the end of words — mother father teacher reader. (The child is taught that sometimes words break the rule, e.g. tractor thus the word must go to jail. It has broken the rule so it becomes a law breaker or an exception to the rule.)
16. ir says "r" (say the sound not the name) and comes in the middle of words — birthday, birds, third, girl, first. Refer to Jingles Chapter 12.

Rules are also applied in the spelling lessons.

Refer to Spelling Rules.

17. ur says "r" (say the sound not the name) and comes in the middle of words — nurse, church, purple, purse, surprise, turtle, turkey. Refer to the Jingles for the establishing of these basic words.
18. th is used at the beginning of a word and has a voiced sound as in the.
19. th is used at the end of a word and has a whispered sound as in with.
20. ch may come at the beginning or at the end of words and has a whispered sound as in church.
21. wh comes at the beginning of words and it has a whispered sound as in which.
22. sh may come at the beginning or ending of words and has a whispered sound as in wish, shut.
23. ng has a nasal sound as in song.
24. ee says "ē" and comes in the middle or at the end of words as in green, see (Learning Centre Reinforcement Table Activities give children practice in establishing these sounds).
25. ea says "ē" and comes in the middle or at the end of words as in leader, leaves, pēa.
26. ea says "ē" and comes in the middle of words as in weather. (Children become adept at trying each of the sounds and deciding whether to use ē or ē.)
27. aw says "āw" and comes at the end of words as in draw.
28. au says "āw" and comes in the middle of words as in caught.
29. or says "or" and usually comes in the middle of words as in corn.
30. ore says "or" and comes at the end of words as in more.
31. oa says "ō" and comes in the middle of words, as in road. (With this particular sound we sometimes say — when two vowels go walking the first one does the talking).

32. ey says "a" and comes only in hey and they.
33. eigh says "a" and comes in very few words, sleigh, eight. (These are taught as the situations arise. The eigh is emphasized at the Christmas season, eight as in arithmetic, Santa has eight reindeer, Santa uses reins to drive his reindeer).
34. ight, ite. The Blended Sound-Sight does not particularly emphasize the family technique but it is used with the presentation of some sounds such as the "ight" and "ite" families. The "ight" is noted as the big family; the "ite" as the little family.
35. ough has six sounds. Children are not asked to learn all of these sounds at any one time. They learn each one as it is needed but they are made aware of all the sounds by the introduction of a poem based on the six sounds of "ough". The poem is called Tommy Gough.

TOMMY GOUGH by Pauline Frances Camp
 When first the new boy came to school,
 His name was not announced.
 The children knew how it was spelled,
 But not how 'twas pronounced.

"'Twas easy to decide," quoth one,
 "Of course it rhymes with rough.
 I'm positive in my own mind,
 That the boy's name is Gough!"

"You may be right," a second said,
 "'Tis possible, although
 I rather think, if he were asked,
 He'd say his name is Gough."



Pooh, pooh a loud voice called in scorn,
 "With nonsense let's be through.
 That I am right you must allow
 We'll call the new boy Gough."

"That's as you please," replied a fourth,
 While swinging on a bough
 "And yet I see no reason why
 His name should not be Gough."

But here the boy himself appeared,
 And said with bashful cough.
 "Say, fellows, can I play with you?
 My name is Tommy Gough!"

Source: The Blended Sound-Sight Method of Learning by Anna Gertrude Ingham

Appendix C – Vocabulary Supports – “Building Vocabulary – Living Sky School Division

<div data-bbox="609 409 706 514"></div> <div data-bbox="316 472 592 514"><p>Living Sky School Division No. 202</p></div> <div data-bbox="868 472 998 514"><p>January, 2015</p></div> <div data-bbox="332 556 933 640"><h1>Building Vocabulary</h1></div> <div data-bbox="430 756 868 829"><h3>Wordhunter's Collection</h3><p>Judith Nicholls</p></div> <div data-bbox="381 840 673 966"><p>There's wiggle and giggle Goggles and swatch, Straggle and gaggle And toggle and itch.</p></div> <div data-bbox="381 976 682 1102"><p>Glimmering, shimmering, Glistening, twinkle, Poppycock, puddle And muddle and pimple.</p></div> <div data-bbox="381 1123 641 1249"><p>Peapod and flip-flop, Rickety, dodo, Murmuring, lingering, Galaxy, yo-yo</p></div> <div data-bbox="381 1260 592 1386"><p>Extra terrestrial's One that I love, Betelgeuse, Pluto- Heavens above!</p></div> <div data-bbox="381 1396 722 1522"><p>Who would not fall For a bird called a chickadee? A widgeon or warthog Or just the old chimpanzee?</p></div> <div data-bbox="381 1533 657 1669"><p>Many's the word That I capture each day, Whispering each Till I know it will stay.</p></div>	<div data-bbox="1031 331 1323 1102"></div> <div data-bbox="1071 1176 1274 1291"><p>THE BEGINNING OF WISDOM IS TO CALL THINGS BY THEIR RIGHT NAMES. —CHINESE PROVERB</p></div> <div data-bbox="1047 1323 1274 1354"><p>BUILDING VOCABULARY</p></div> <div data-bbox="1047 1354 1291 1638"><ul style="list-style-type: none">✓ What Do Others Say (research)✓ Providing Rich and Varied Language Experiences✓ Teaching and practicing Individual Words✓ Teaching Word –Learning Strategies✓ Fostering Word Consciousness</div>
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You can't meet friends if you...stay at home by yourself all the time. In the same way, you can't build up a vocabulary if you never meet any new words. And to meet them you must read. The more you read the better. A book a week is good, a book every other day better, a book a day is still better.

Rudolf Flesch and Abraham Lass, Professional Writers

WHAT DO OTHERS SAY

Although more than one hundred years of research supports the importance of vocabulary instruction for student success (Graves 2006), most teachers still provide very little direct vocabulary instruction (Overturf, Montgomery, Smith, 2013).

Instruction in vocabulary leads to gains in comprehension (National Reading Panel, 2000).

What affects word learning?

- A student's schema, an organized collection of information that represents prior knowledge.
- A student's facility with English
- Language used by mentors – parents, teachers, friends, caregivers, siblings).
- Socioeconomic status
- Purpose, relevance and curiosity (Bromley, 2012)

Reading Comprehension, words solving, and vocabulary knowledge are deeply connected. If we are talking about reading instruction, particularly for struggling readers, then we must address the area of vocabulary, which is an important factor in both decoding and comprehension. (Fountas and Pinnell, 2009)

Vocabulary instruction is most effective, and is most likely to influence students' comprehension, when it is rich, deep, and extended. (Graves, 2006)

It is likely that your students who find reading difficult are also the students who have limited vocabularies. (Fountas and Pinnell, 2009)

According to Montgomery (2013), in order to truly 'learn' vocabulary, typically-developing students need to encounter a word **12 times**. Students with a language impairment need **25** exposures to learn a new word. Low SES students with language impairment may need **more than 25** exposures to truly learn vocabulary words that are used in reading. - Jen's

According to Biemiller (2003), for children to become proficient readers, they need to learn 5-6 new words per day. That's 38 words per week, 2000 new words a year, 10,000 words by age 6 years.

Knowing a word by sight and sound and knowing its dictionary definition are NOT the same as knowing how to use the word correctly and understanding it when it is heard or seen in various contexts. (Miller and Gildeg, 1987)

RESEARCH REVEALS THE RIGHT APPROACH:

Some words are more important to teach than others.

Students have to learn words at more than one level.

Students learn words when they experience them multiple times.

Students learn words by making connections to words they know.

Students can learn words by:

- Wide reading
- Rich conversations
- Word play
- Direct instruction
- Writing



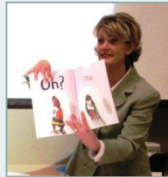
PROVIDE RICH AND VARIED LANGUAGE EXPERIENCES

Imagine walking into a world where words come alive! Words are noticed, played with and talked about. There are books, words games, word puzzles, references and electronic tools. Time is used to explore and play with words, to read widely and write frequently. Conversation is encouraged, stimulated and deepened. Everyone is learning a repertoire of problem solving skills to figure out what different words mean. This a classroom that provides rich and varied language experiences.

Providing these types of language experiences lays the foundation for increasing students' vocabulary. Research tells us that students learn more words than we can teach them. This suggests that learning is provoked incidentally from all kinds of contexts :books and other written media, conversations, and other media such as television, music, social media, etc.

"The language in children's books is more complex and contains more rare words than testimony in court, college graduates talking to friends or spouses, or prime adult television shows."
Hayes and Ahrens, 1988

RICH AND VARIED LANGUAGE EXPERIENCES: STRATEGIES



Wide Reading

The value of talk around book reading lies in the way it can promote student's familiarity with new, or rare, words.
(Dickinson & Smith, 1994)

WIDE READING: READ ALOUD, SHARED, and INDEPENDENT

Some questions to prompt the noticing of words during wide reading are:

- Tell me about some interesting words you heard while listening to the read-aloud.
- Why are these words interesting to you?
- What pattern do you notice the author using?
- What kind of words are common?
- Did you notice any words that remind of a different word?

Collect noticed words. Discuss which ones are worthy of further investigation.

Use Text Talk to deepen word understanding.

Example of text talk using absurd:

If I told you that I was going to stand on my head to teach you, that would be absurd. I'll say some things, and if you think they are absurd, say "That's absurd!" If you think they are not absurd, say "That makes sense."

I have a singing cow for a pet.
 I saw a tall building that was made of green cheese.
 Last night I watched a movie on TV.

Predict-o-gram: focuses discussion around a narrow selection of words as they anticipate how these words will be included in the story.

Choose known and unknown words and share with students—cards, chart, etc. Students work together to predict story plots or character relationships.

Exclusion Brainstorming: Helps students activate and build prior knowledge of a topic as a way of learning new words or phrases that connect to a larger concept

- Write the vocabulary words on the board including one that is not in today's reading.
- Discuss their meanings.
- Have students predict which word will NOT be in today's reading. Record the predictions. Read the text.
- Discuss which words were used, and how they were used.

**RICH AND VAIED
LANGUAGE
EXPERIENCES:
STRATEGIES**

Authors give us 'Gifts of Words', wonderfully composed phrases that capture the essence of what they want to say. (Scott et al, 2008).

The amount of talk that students do is correlated with their achievement. (Fischer and Frey, 2014)

Reading and writing float on a sea of talk. (Britton, 1970)

3

GIFT OF WORDS (Scott et al, 2008)

The gift we are given by powerful writers is the joy we find in their exquisitely chosen words that bring their ideas to life. They are the phrases that make us stop and breathe, imagine, and laugh or cry.

How to:

1. Stop when reading a particularly well crafted phrase or sentence.
2. Discuss the image created, the emotional impact.
3. Analyze how the author used their words
4. Deposit the 'gift of words' in a Bank of Powerful Language.
5. Refer to the Bank of Powerful Language to:
 - Add more phrases/sentences
 - Sort them according to use of literary techniques (similes, personification, etc.)
 - Encourage students to 'borrow' from the word bank (use them as mentor sentences) to use in their own writing

Tips to consider:

1. Collecting the phrases can become overwhelming. One idea is to have student store their own in a notebook or other system. When they have 1-2 have them choose their favourite 2 to deposit in the bank.
2. Keep the Bank of Powerful Language fresh by reorganizing it, spring cleaning, choosing your best ever to post elsewhere, etc.



RICH TALK

Rich talk is not formulaic or random. Teachers support students as they learn to engage in rich and deep conversations around ideas they care about. Rich talk is founded on a conversation founded on a n idea or topic that all participants connect with. It includes questions and answers, probing comments, disagreements, and the use words. It gives a context for incidental and direct vocabulary instruction. Rich talk allows students to not only hear new vocabulary being used correctly, but also to practice their own new words.

How To:

1. Discuss a response to "What is the most important word in this paragraph/ chapter/poem?"
 2. Teach students protocols and prompts they can use when discussing
 3. Help students set goals: talk more, listen more, ask a questions, use a new word
 4. Engage in rich talk with students individually.
 5. Elbow Partner Exchange

Two students sit next to each other and engage in purposeful conversation on a topic related to the lesson. The teacher provides prompts to guide the discussion—share background knowledge, questions, descriptions
1. Give students time to think. Research has shown that boosting wait time (even by as little as 3-5 seconds) increases the likelihood that more students will join in the discussion (Keene, EL 68)

TEACHING AND PRACTICING INDIVIDUAL WORDS

Students need to learn more words than we can teach them, roughly 3000-4000 a year. This implies that many words are learned incidentally, being surrounded by rich language experiences. However, there are many words that students need support to learn. How do we choose those words?

The Three Tiers (from Beck, et al, 2002)

Tier One Words: Everyday speech words. These are words that students hear in daily language, and can easily define or use in spoken and written language. (book, orange, happy)

Tier Two words: Frequently used that cross over several contexts (hesitated, expectation absurd)

Tier Three words: Domain specific words, words that aren't frequently used, often limited to specific domains. (Isotope, lathe, peninsula)



*The difference between the almost right word and the right word is really a large matter—it's the difference between the lightning bug and lightning. A word is like a lightning bug. The **right** word is like lightning.*
Mark Twain

Kucan (2002) suggests guidelines for selecting Tier Two words.

Useful— It can be used in many contexts. Is it a word that students are likely to meet often in other texts? Will it be of use to students in describing their own experiences?

Understandable—Children have some ideas or concepts to connect to the new word. How does this word relate to other words, to ideas that students know or have been learning? Does it directly relate to some topic of study in the classroom? Might it add a dimension to ideas that have been developed?

Interesting—What does this word bring to a text or a situation? What role does the word play in communicating the meaning of the context in which it is used?

Keep the number of words small—go deep instead of wide.

Marzano's Instructional Routines (Marzano, 2004):

Introduce and show the word.

1. Describe it, say it, read it, in context, kid-friendly definition
2. Restatement: student restate the definition in their own words
3. Graphic Representations—students draw their understanding
4. Activities—students deepen their knowledge of the word
 - Morphology analysis
 - Synonyms and antonyms, examples, non-examples,
5. Discussion—explain their definitions and understanding, use the word
6. Games—student practice playing with words in and out of context



**TEACHING AND
PRACTICING INDIVIDUAL
WORDS:
STRATEGIES**

*One forgets words as one
forgets names. One's vocab-
ulary needs constant ferti-
lizing or it will die.*

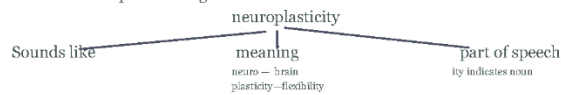
Evelyn Waugh

STRATEGIES

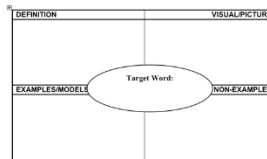
Learning words involves 3 basic cueing systems: semantic (meaning), syntactic (structure), and graphophonic (spelling/decoding). A quick analytical activity:

Write an unknown word.

Ask the students to guess what it sounds like, what it means, and what part of speech it might be.



Fruyer model—graphic organizer for making associations



Vocabulary Rock and Roll—students roll a dice and perform the task assigned to the number

- 1 define the word
- 2 draw it
- 3 make a list of synonyms
- 4 what does it remind you of?
- 5 Use the word in a sentence
- 6 make a list of antonyms

Word of the Day

Teacher or students select the word of the day. Use the word as often as possible in daily language, both oral and written. When they hear it or see it in print, document its use.

7 Up Sentences—Ask student to say or write a 7-Up sentence with at least seven words. This requires them to use adjectives, adverbs, and prepositional phrases in order to demonstrate concrete understanding of the meaning.

Vocabulary Notebooks

A vocabulary notebook houses a collection of newly learned words and is used by the student as a resource. It is ungraded, but monitored for accuracy. Notebooks include:

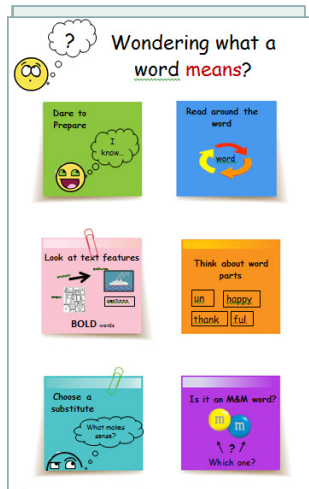
- interdisciplinary connections
- new insights about a word
- Restatements of word explanations
- Morphological analysis of words

Commonly used entry forms:

- Fruyer model
- 3 column word chart (word, synonym, antonyms)
- Morphological analysis template (prefix, root, suffix)

Games

Marzano claims that games may be one of the most underused instructional tools in education. Tried and true games (Jeopardy, Pictionary, charades), Boggle, Scrabble, etc.), apps and websites, as well as student created games all give students the opportunity to re-energize, review familiar words, and discover new words.



TEACHING WORD-LEARNING STRATEGIES

Powerful instruction is needed to teach students word-learning strategies—using context, words parts and the dictionary to glean word meaning. *Graves and Watts 2002*

Students encounter words in the midst of their own independent reading. They need to have a repertoire of how to find the meaning for new vocabulary. Those strategies need to be taught. Graves (2002) suggests the following strategies:

- Using context clues
- Using word parts
- Using the dictionary and related reference tools

Teach student self-reflection: What did I learn today about figuring out new words?
How can this help me when I read on my own?

As students develop a deeper schema, their word-learning strategies are strengthened.

Help all kids learn the words of their language and you'll go a long way toward helping them become skillful readers, skillful writers and skillful communicators.
Nancy Bigelow

TEACHING WORD LEARNING STRATEGIES

Most vocabulary is learned from context, and if we can increase students' proficiency in learning from context even a small amount, we will greatly increase the number of words students learn.
Graves, 2006

Students need to realize that it is okay to take a stab at unfamiliar words and figure out an approximate meaning from the context. *Ellery 2005*

6

CONTEXT

Three kinds of Context Clues:

DIRECT DEFINITION—the definition of the unknown words comes right before or after it. *i.e. There are many theories, or ideas, about what caused the Ice Age.*

ANTONYM CLUES—words around the unknown word that mean the opposite or nearly the as the word. *i.e. The blade of grass was massive compared to the tiny one.*

SYNONYM CLUES—words around the unknown word that mean the same or nearly the thing. *i.e. I hate, dislike and detest eating brussel sprouts.*

how to find meaning using context clues

Type of Clue	How to Use It
Look for a definition or a synonym	
Look for an antonym	
Substitution (what word could you substitute for the unknown word?)	
Look for lists or examples	

Prompts to Support Use of Context Clues:

What do you know about the words from this sentence?

What clues are in the sentence that helped you figure out the word?

Try to think of how you can use this words as a noun or a verb.

Cloze Procedures—predict an omitted word using surrounding context, and cross-check with several cueing systems.

Limitations of Context Clues

Context clues only give the immediate definition for that particular context.

Context clues seldom lead to a precise, complete definition.

Sometimes the passage will not contain clues to the meaning of the unfamiliar word.

TEACHING WORD LEARNING STRATEGIES

Morphological knowledge allows them to unlock the meanings of words they encounter. (Bromley, 2012)

Most linguists agree that Greek— and Latin-derived words comprise a good percentage of the words used in English texts, with some estimates as high as 60 percent. (Overturf et al, 2013)

Three out of four words in the English dictionary have foreign origins. (Bromley, 2012)

I realized I am not just teaching my kids about vocabulary—I am teaching them about the world. (Overturf et al, 2013)

MORPHOLOGY

Morphology is the study of word parts. It involves knowledge of:
morphemes—word parts based on meaning (inflectional endings, affixes, and base words or roots)
graphemes—individual letters that may be joined in ways that hold no meaning (blends and letter clusters)

Instructional elements in morphemic analysis are compound words, word families and derivatives, affixes, Greek and Latin roots, and cognates.

Compound words are the first step in morphology study. Looking for words within a word helps train students to notice the familiar and use that to come to an understanding of the meaning.

Bulletin Board *Do I know my 1+1's ? posted index cards with compound words*

Collect as students encounter words in reading a speaking

Students use the bulletin board to read and use in writing

Word Association encourages students to make categorizations according to their graphic similarities. (Bromley, 2012). It helps students see how an inflectional ending changes the meaning of the word. Onset and rhyme work help student build their sight vocabularies.

Making Words (Cunningham etl al. 2001) is a strategy for building words by manipulating letters, onsets, and rhyme

Proficient readers usually have learned how to use **Prefixes, Suffixes, and Greek and Latin roots** to understand word relationships and decipher longer, unfamiliar words. (Overturf et al, 2013).

Crystal Ball Words is a graphic organizer that moves students to look deeply into a word (Overturf, 2013). Students analyze a word using its word parts. Those parts are then transferred to other words, multiplying the learning.

Word		
Prefix	Base	Suffix
Prefix with this	Base with this	Suffix with this
Other words with this prefix	Other words with this base	Other words with this suffix

Word Pyramid (Bromley, 2012) builds students' abilities to explore the meaning of word parts.

Write the word on the top line of the pyramid.

Write the word's component parts on the next two lines.

Write the synonyms or words that define each component on the next four lines.

Write one or two sentences using the target word correctly on the last two tiers of the pyramid, with five and then eight words per line.

Word Sums: prefix + base + suffix e.g. sign + s = signs ; de + sign+ation

Mountains suggests a 3 step direct morphological instruction (Bromley, 2012):

When you teach a word, gradually teach its derivative forms.

When you teach an affix, introduce it with words that carry its most common meaning.

When you teach a word that has meaningful parts, deconstruct and reconstruct the word.

USING A SCHEMA/PRIOR KNOWLEDGE

Proficient readers use their knowledge of words and their world to gain understanding of words. The challenge is to continually develop their schema

Activating schema:

Choose a substitute—Does it make sense?

Is it an M&M word (multiple meaning)? Which meaning makes sense?

What topic related words do I know ?

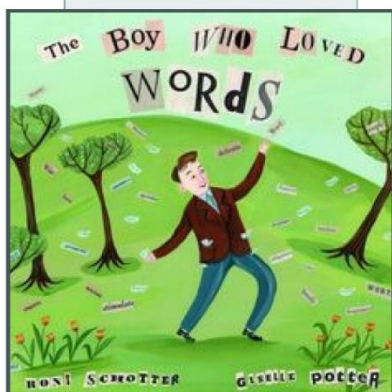
What other words do I know that look and sound similar?

Vocabulary (Bromley , 2012) requires students to take turns giving clues and using their schema. An index card with a word is taped on the back of each others' back, without revealing what the word is. Students wander around the room reading each other's word. They give each other clues that deal with meaning, until the student guesses the word on their back.

RESOURCES

USING DICTIONARY DEFINITIONS TO TEACH VOCABULARY IS USUALLY INEFFECTIVE. Dictionary definitions are not necessarily designed to give the clearest explanation for a word; in fact, they are designed to save space. Alternatively, descriptions rather than definitions can be used to explain and exemplify words by illustrating the word in sentences or explaining it in contexts in which it is commonly used. This helps students gain a clearer understanding of the word and how it is generally used.

http://www.nuramurresearch.com/resources/tips/vsr_tips_archive



WORD CONSCIOUSNESS

The strongest motivation for learning vocabulary is the love words. Teachers can provide rich experience, teach new words, and word-learning strategies, but students will not truly take on the challenge if we don't enthusiastically show them that words are compelling and fascinating.

Blachowicz et al (May 2013) list the elements for creating word consciousness:

- Create an interest in words and an awareness of how they work (e.g. figurative language, idioms, etc.)
- Enjoyment of words and word play
- Appreciation of the nuance of word choice authors and speakers make
- Recognition of different domains and registers for vocabulary (e.g. playground vs. classroom)
- Ability to use words well and for one's own purpose in both speech and writing

Word consciousness,- and especially understanding the power of word choice – is essential for sustained vocabulary growth. Words are the currency of written language. Learning new words is an investment, and students will make the required investment to the extent that they believe that the investment is worthwhile. Scott et al, 2006

HINK PINK #1

What is a black crow that does not fly fast?

A slow crow

HINK PINK #2

What do you call a rabbit that tells jokes?

A funny bunny

HINK PINK #3

Who is an unhappy father?

A sad dad

Create an interest and awareness of words:

Keep words visible: charts, collections, Vocabulary Word Wall, individual collections

Teach and note figurative language: simile, metaphor, alliteration, personification, onomatopoeia, etc.

Collect and represent idioms

M&M words—words with multiple meanings

Enjoyment of words and word play

Word play – rhymes, puns, riddles, homophones, hink pinks.

What did the alien say to the book? Take me to your Readers!

Why is six afraid of seven? Because seven eight (ate) nine!

Appreciation of the nuance of word choice authors and speakers make

Shades of meaning – use paint samples to collect words with variance in connotation



Recognition of different domains and registers for vocabulary

Role play how you might say the same thing in different situations

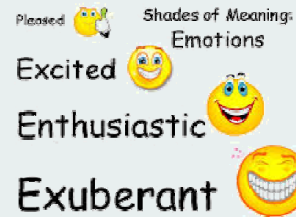
Ability to use words well and for one's own purpose in both speech and writing

Writing encourages students choose the best word possible.

Notice words – fun words, sophisticated words, hard to pronounce words

Effective Teachers of Vocabulary:

- Show excitement and interest in words
- Curiosity and passion for words
- Use out of the ordinary, powerful and appealing words
- Encourage students to interact with words and with each other
- Create situations for students to invest in words small groups and individually



Additional resources

(graphic organizers, links, etc.) :

In school Literacy Coach

<http://learning.lskysd.ca/languageandliteracy/reading/vocabulary/>

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RICH AND VARIED LANGUAGE EXPERIENCES



“The language in children’s books is more complex and contains more rare words than testimony in court, college graduates talking to friends or spouses, or prime adult television shows.”

Hayes and Ahrens, 1988

TEACHING AND PRACTICING INDIVIDUAL WORDS



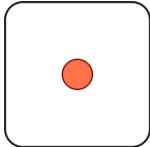
*The difference between the almost right word and the right word is really a large matter—it's the difference between the lightning bug and lightning. A word is like a lightning bug. The **right** word is like lightning.*
Mark Twain

Definition		Picture	
Synonyms/Examples		Antonyms/Non-Examples	
Sentence:			

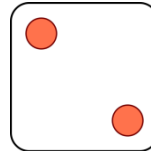
Definition		Picture	
Synonyms/Examples		Antonyms/Non-Examples	
Sentence:			



Vocabulary Rock and Roll



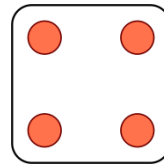
**Define
the
word**



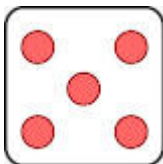
Draw it!



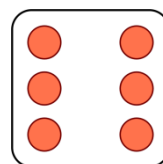
**Make a
list of
synonyms**



**What
does it
remind
you of?**



**Use the
word in a
7-Up
sentence**



**Make a
list of
antonyms**

The Very Cranky Bear – Direct vocabulary instruction using Marzano’s Steps

CR.4 – Reading; Cueing Systems; semantic

CC.4 – Writing; Cueing Systems; semantic

CC.3 - Speaking; Cueing Systems; semantic

Choosing words:

Read the book and collect words that Gr. 1 or 2 students need to know to understand the story.

Tier 2 words: marvelous, fantastic, noticed, gnashed, fetched

Check on pg. 4 to determine which ones you can easily teach them, and which ones need explicit, intense instruction

Before

Preteach vocabulary:

Step 1 Describe the word: pronounce, clap, chunk, define, put it into a context

1. Show the word
 - pronounce, clap, chunk, read
2. Define
 - marvelous –it is very wonderful
 - gnashed – angry action with your teeth
 - fetch – to go and get
3. Context – use cloze procedure

The peacock had _____ feathers.

The wild thing was angry and _____ his teeth.

Please _____ my blanket for me.

Step 2 Restate – have the students tell each other what the three words mean

During

Reading the book

1. For enjoyment with a brief oral response discussion after the reading
2. Find the vocabulary words in the story and discuss their meaning and context.

Step 2 Restate - Think of your definition, did it change?

After

Getting to know the word

Step 3 and 4 –non-linguistic representation and word investigation

1. Give the Frayer model and have students complete. Scaffold as necessary.
2. Rock and Roll Vocabulary game

Step 5 - Discussion

1. Write the words under a photocopy of the cover of the book and post.
2. Students will now use and notice the word whenever possible – reading, discussions, writing

TEACHING WORD-LEARNING STRATEGIES

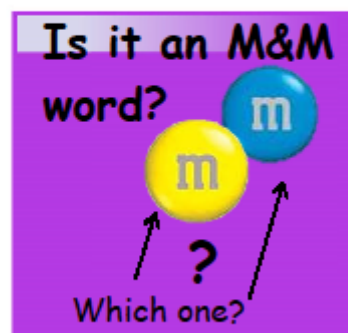
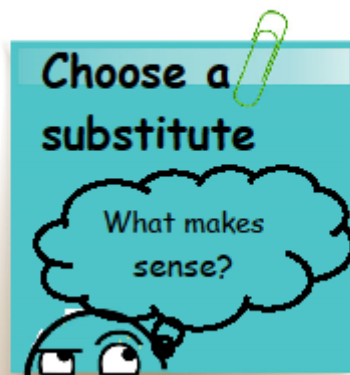
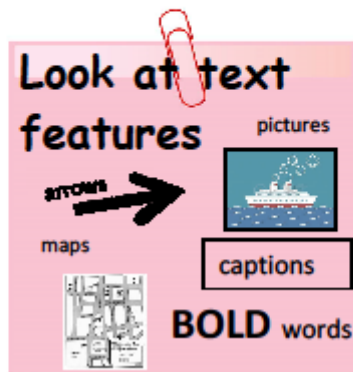
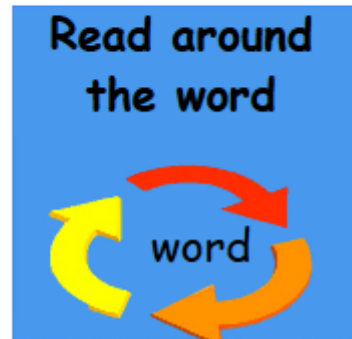


Help all kids learn the words of their language and you'll go a long way toward helping them become skillful readers, skillful writers and skillful communicators.

Nancy Bigelow



Wondering what a word **means**?



Context Clues

Types of Clue	How to Use It
Look for a definition or a synonym	
Look for an antonym	
Substitution (what word could you substitute for the unknown word)	
Look for lists or examples	

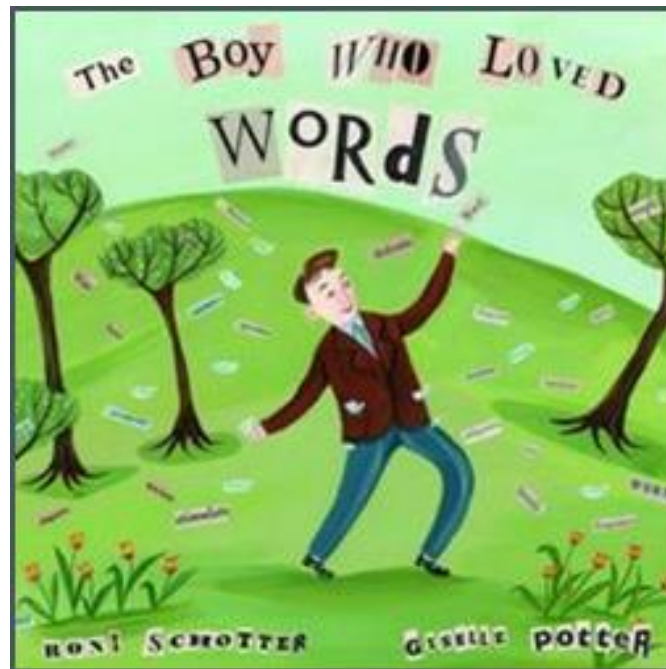
Crystal Ball Words



Word		
Prefix:	Root:	Suffix:
Prefix definition:	Root definition:	Suffix Definition:
Other words with this prefix:	Other words with this root:	Other words with this suffix:

dictate	audible
contradict	auditorium
diction	audience
edict	audiotape
dictionary	inaudible
dictator	audiology
benediction	audition
verdict	auditory
indict	

WORD CONSCIOUSNESS



Word consciousness, - and especially understanding the power of word choice – is essential for sustained vocabulary growth. Words are the currency of written language. Learning new words is an investment, and students will make the required investment to the extent that they believe that the investment is worthwhile. Scott et al, 2006

THESE ARE TEARABLE PUNS

I couldn't quite remember how to throw a
My first job was working in an orange juice factory. I
got canned because I couldn't concentrate.

Did you hear about these new reversible jackets? I'm
excited to see how they turn out.

Yesterday I accidentally swallowed some food
colouring. The doctors say I'm OK, but I feel like I've
died a little inside.

I went to a wedding last weekend where a man
married a television. The ceremony was alright, but
the reception was excellent.

Did you hear about the butcher who backed into his
meat grinder? He got a little behind in his work.

I was arrested after my therapist suggested I take
something for my kleptomania.

A new type of broom has been developed, and it's
sweeping the nation.

Police were called to a daycare where a three-year-old
was resisting a rest.

I'm reading a book about anti-gravity.
It's impossible to put down.

Appendix D

Launching the Readers Workshop – Lessons for Developing Independent Reading (Grade 1 and 2)

Launching the Readers Workshop

Lessons for Developing Independent Reading

(Grade 1 and 2)

Mini lesson	Key Concept	Learning Outcomes	Resources Needed
<i>Lesson 1</i> What is reading?	-People read everywhere. -People read a variety of texts. -Purposes for writing	Students learn that reading is happening all the time. People read signs, posters, magazines, books, etc.	Chart: What is reading?
<i>Lesson 2</i> What do readers do?	-Readers read quietly. -Readers read in different places. -They look at the pictures and the words. -They read things that interest them. -They are always making sure they understand what they are reading.	Students learn that readers monitor comprehension, read both the pictures and the words	Chart: What do readers do? Homework: Investigate your family. What things are they doing as readers?
<i>Lesson 3</i> Continue “What do readers do?”	-Readers use book marks to help them while they read (i.e.-set a stopping point, mark where they left off) -Recommend books to each other. -Point to words as they read them. -Reread books. -Read aloud. -Readers keep track of their reading using a reading log	Students continue to learn the behaviors that readers exhibit in regards to choosing books, decoding, fluency, comprehension, etc. Students learn to track what they have read	Chart: What do readers do? Reading log (suggestion) Bookmarks

<p><i>Lesson 4</i></p> <p>What kinds of books interest us? How do we choose books?</p> <p><i>Reading in one spot!</i></p>	<p>-Readers read books that interest them.</p> <p>-Readers read their best when they find a good reading spot.</p> <p>-Readers group books in different ways.</p>	<p>Students learn that a quiet reading spot helps them be a good reader</p> <p>Students label the books by authors, illustrators, genres, topics, etc.</p>	<p>Chart: How do readers choose books?</p> <p>Topic-author-genre chart</p> <p>-places to read around the room</p>
<p><i>Lesson 5</i></p> <p><i>How is the classroom library organized?</i></p>	<p>Readers tour the classroom to learn where book and book bins are kept</p>	<p>Students learn how the library is organized</p>	<p>Suggestion: limit library classroom choices at first</p>
<p><i>Lesson 6</i></p> <p>Continue with What kinds of books interest us? How do we choose books?</p> <p><i>Reading in one spot!</i></p>	<p>Readers select and return books in our classroom so that we all can easily find and use them.</p> <p>Readers practice reading books and returning them to basket</p>	<p>Students think about their book choices.</p> <p>Students explore and discuss what kind of reader they are</p> <p>Students learn how to maintain classroom library.</p>	<p>Chart: How do readers choose books?</p> <p>List of reader traits</p>
<p><i>Lesson 7</i></p> <p>Choosing Just Right Books</p> <p><i>Reading in one spot!</i></p>	<p>Readers learn strategies for choosing books- looking at front cover and reading a few pages</p> <p>Readers learn that books can be easy, just-right or challenging for a reader.</p> <p>(Use bike riding analogy)</p> <p>Readers mostly choose just-right books.</p>	<p>Students learn that readers have criteria to judge whether a book is just right for independent reading.</p>	<p>Chart: Choosing a Just Right Book</p> <p>What to do? What to ask yourself?</p> <p>5 finger rule or bicycle chart</p>
<p><i>Lesson 8</i></p> <p>Continue Choosing Just Right Books</p>	<p>Readers share how they have chosen Just-Right Books.</p>	<p>Students learn that readers have criteria to judge whether a book is</p>	<p>Chart: Choosing a Just Right Book</p>

<i>Reading in one spot!</i>	Readers take good care of the books they read	just right for independent reading. Students learn how to choose a another book to keep their reading going independently -Care for books	What to do? What to ask yourself
Day 9 Storing books in our book boxes (or other classroom routine for managing books) <i>Reading in one spot!</i>	Readers choose a mixture of books based on interest and readability to use during their independent reading time.	Students learn how to manage their book choices in a book box. Students learn that they don't need to choose books daily.	Chart: How do we take care of our book boxes?
Day 10 <i>Story Elements</i> <i>Fiction</i>	Readers learn story elements to help them understand and talk about fiction stories	Students identify character, setting, problem, outcome	Chart: story elements and visuals to represent story parts
Day 11 <i>Nonfiction features</i>	Readers notice the visual and text features of nonfiction text and understand that they signal importance	Students identify the visual and text features of nonfiction text Students understand and record nonfiction text features and their purpose	Comprehension Tool Kit: Monitor Comprehensions book 1 <u>Notice and Think about Nonfiction Features-lesson 2 pages 18-31</u>
Day 12 Thinking, Talking and Sharing about your reading <i>Reading in one spot!</i>	Readers think about their reading and are prepared to share it with others. They speak clearly and loudly. They take comments and questions from others about their sharing.	Students learn how to share, listen and learn from one another about reading and about books.	Chart: What does sharing look like and sound like? What can we share about?
Day 13 Thinking, Talking and Sharing about your reading	Readers think about their reading and are prepared to share it with others. They speak clearly and loudly. They take comments and	Students learn how to share, listen and learn from one another about reading and about books.	Chart: What does sharing look like and sound like?

	questions from others about their sharing.		What can we share about?
Day 14 Reader's Workshop Guidelines	<p>Readers read silently, in one spot and make book choices while doing our best thinking about reading.</p> <p>Readers share about their reading at the end of the workshop.</p>	<p>Students learn to manage independent reading so that the teacher can meet with small groups.</p> <p>Strategies to be introduced- (both large and small group)</p> <p>-visual cues- chunk within word-sound out- have I seen this work before</p> <p>-syntax-Does it sound right-reread</p> <p>-semantics- does it make sense-reread-read on</p>	<p>Chart: What does Reader's Workshop Look Like and Sound Like?</p> <p>Active reader strategies the students used during readers' workshop</p> <p>Chart reading strategies and bookmarks for students as appropriate</p>
Day 15 Reader's Workshop Guidelines	<p>Readers read silently, in one spot and make book choices while doing our best thinking about reading.</p> <p>Readers share about their reading at the end of the workshop.</p> <p>Readers learn about how to conference about their books with the teacher</p>	<p>Students learn to manage independent reading so that the teacher can meet with small groups.</p> <p>Students practice what readers workshop looks like-(quiet voices,)</p> <p>Students learn their role in a conference</p>	<p>Chart: What does Reader's Workshop Look Like and Sound Like?</p> <p>What does conferencing look like?</p> <p>Active reader strategies the students used during readers workshop</p>
Day 16 What is Schema?	Readers have background knowledge, life experiences, etc. to help them understand what they are reading.	Students learn to use this background knowledge to help them comprehend and decode text and make good book choices.	<p>Chart: What is schema?</p> <p>Comprehensions Tool Kit</p> <p>Activate and Connect book 2</p> <p>Discover your Passion lesson 4 pages 2-13</p>

<p><i>Day 17</i></p> <p>How does Schema help us understand our reading?</p> <p><i>Thinking about text</i></p>	<p>Readers monitor their comprehension by keeping track of their thinking as they read listen and view.</p> <p>Thinking about the words, pictures, ideas)</p> <p>Students connect to books that not only interest them but will help them with their reading skills.</p>	<p>Students learn that readers make schema for various authors, types of text and textual elements.</p> <p>Introduce: turn and talk</p> <p>Responding to text-drawing, writing</p> <p>Tracking your thinking</p>	<p>Chart: How can we use our schema to understand what we read</p> <p>Post-its-with their thinking</p> <p>Interactive Read aloud from The Comprehension Tool Kit:</p> <p>Monitoring Comprehension- 1</p> <p>Think about the text lesson 1 pages 2-17</p>
<p><i>Day 18</i></p> <p>Readers make Text to Self Connections</p>	<p>Readers use their schema to make connections from their reading to themselves.</p>	<p>Students learn that our background knowledge we bring to text helps us understand the text</p> <p>We make personal connections to the text and listen to our inner voices.</p>	<p>Chart: Making Text-Self Connections</p> <p>Text to text connections</p> <p>Post-its-with connections</p> <p>lesson from</p> <p>Comprehension Tool Kit – Activate and Connect book-2</p> <p>Make connections Lesson 6</p> <p>Page 30-45</p>
<p><i>Day 19</i></p> <p>Readers make Text to Self Connections</p>	<p>Readers use their schema to make connections from their reading to themselves.</p> <p>-Using their own reading books</p>	<p>Students learn the process by which readers make meaningful connections to text.</p> <p>Students learn how to share their connections by pinpointing the part in the text that makes them think.</p>	<p>Chart: Making Text-Self Connections</p> <p>Text to text connections</p> <p>Comprehension Tool Kit:</p> <p>Activate and Connect book 2</p> <p>Merge Thinking with New learning lesson 7</p> <p>Page 46-62</p>
<p><i>Day 20</i></p> <p>Readers ask questions while they read</p>	<p>Readers ask questions to learn new information, clarify confusion and to better</p>	<p>Students write down their questions</p>	<p>Chart: Questions</p>

	understand what they view, hear, and read	Students share their questions Students learn how to ask questions, read on, and talk to someone to clarify confusion and make sense of text	Post-its with questions Comprehension Tool Kit: Ask Questions book 3 Wonder about new Information lesson page 16-17
Day 21 <i>Readers merge what they know with clues from the text to infer meaning.</i> <i>Readers visualize to help them understand the text</i>	<i>Readers merge what they know with clues from the text to infer meaning.</i> When reading poetry readers use inferring skills to understand more completely	Students use their background knowledge and clues from the text to draw or write what is happening Students share their inferences with a partner	Comprehension Tool Kit Infer and Visualize book 4 Infer meaning lesson Pages 2-17 Post-its
Lesson 22 <i>Continue Visualizing to help them gain meaning of text</i>	<i>Readers visualize to help them understand the text</i>	Students get a picture in their mind as they read Students understand what it means to visualize Students understand how visualizing helps them get meaning from the text	Comprehension Tool Kit Infer and Visualize-book 4 Learn to visualize lesson 13 Page 18-31
Lesson 23 <i>Readers Determine importance of text-The big ideas</i>	Readers distinguish important information from less important details	Readers read for the big ideas Readers recognize what details are	Comprehension Tool Kit Determining Importance book 5 What's Important lesson 16 Pages 2-15
Lesson 24 <i>Lesson Summarizing</i>			Comprehension Tool Kit Summarizing and Synthesizing book 6 Get the big Idea lesson 20 Pages 18-31

<i>Lesson 25</i> <i>Response Journals</i>	<i>Readers can share their thinking about reading by recording it in a journal</i>	Students learn to keep a record of their reading and learning	What can we record in our journals? Sticky notes Sentence starters
<i>Lesson 25</i> <i>Response Journals continue</i>	<i>Readers can make quick notes to help them remember their thinking while reading. They can also mark difficult words, favorite parts, characters etc..</i>	Students learn a process to help them remember their thinking so that they can write and talk about books	What can we record in our response journals? Connections, character traits, big ideas, new words

Adapted from the work of Debbie Miller, Fountas and Pinnell, NYC School District units of Study and our own schema😊

The rest of the Comprehension Tool Kit lessons can be integrated within your units of study –social studies-poetry- science- read alouds-guided reading- See attached

Key techniques to integrate daily into classroom

Turn and talk

Responding to what we read orally and in writing

Partner work/sharing

Teacher conferencing

Whole group share daily

Note:

- Indicates forms of writing expected to be taught at each grade level
- Indicates forms of writing students might “experiment” with, though students are encouraged to experiment with a variety of forms for different purposes at all Grade levels.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • Stories (BME) • Informational texts • Lists • Labels • Captions • Simple expository piece (explanation / learning journal) 	<ul style="list-style-type: none"> • Stories (pattern/original) • Learning logs • Poetry • Riddles • Friendly letters • Messages • Notes • Instructions • Explanations • Short info. reports • Narratives 	<ul style="list-style-type: none"> • Personal narratives • Descriptions • Letters • Invitations • Thank you notes • Reports • Poems • Directions • Recipes 	<ul style="list-style-type: none"> • Narratives • Factual Accounts • Explanations • Descriptions • Stories • Summaries • Reports • Letters • Poems • Journal entries • Express and explain a personal opinion 	<ul style="list-style-type: none"> • Narratives • Explanations • Instructions • Descriptions • Stories • Short bios • Research reports • Letters • Poems • Journal Entries <p>➤ Articles / news reports</p>	<ul style="list-style-type: none"> • Narratives (personal & fictional) • Descriptions (a place) • Expository (directions, a problem & solution) • Persuasive (letters to parents/ reviews) • Friendly letters <p>➤ Explain, report & inform poems</p>	<ul style="list-style-type: none"> • Personal/fictional narrative • Description (a character) • Explain, report, inform (news story) • Business letter • Persuasive letter <p>➤ Descriptive poem ➤ Tabloid story ➤ Short dialogue/ script ➤ Opinion piece ➤ Review</p>	<ul style="list-style-type: none"> • Personal / imaginary/ historical narrative • Description (landscape) • Inform (bio, documented research report) • Convince & persuade (a review) • Resume & cover letter <p>➤ Poetry (lyrical / narrative) ➤ Short dialogue / script)</p>
**Note: Grade 4 and beyond should be composing multi-paragraph pieces.							

Note:

- Indicates forms of writing expected to be taught at each grade level
- Indicates forms of writing students might “experiment” with, though students are encouraged to experiment with a variety of forms for different purposes at all Grade levels.

Grade 9	ELA A10	ELA B10	ELA 20	ELA A30	ELA B30
<ul style="list-style-type: none"> • Descriptions (multi-paragraph, character analysis & profiles) • Narratives (personal) • Explain (research report) • Persuade (persuasive essay) <ul style="list-style-type: none"> ➤ poetry (lyrical / narrative) ➤ précis ➤ short script ➤ advice column ➤ letters (friendly / business) 	<ul style="list-style-type: none"> • Descriptive passage • Book, film or video review • Character sketch • Social letters <ul style="list-style-type: none"> ➤ poem ➤ play ➤ anecdote ➤ short story 	<ul style="list-style-type: none"> • Convincing argument in support of a clearly defined position • Concise factual report • Business letters • Paraphrase summary of a speech heard or a passage read <ul style="list-style-type: none"> ➤ poem ➤ play ➤ anecdote ➤ short story 	<ul style="list-style-type: none"> • Personal / reflective essay • Outline for multi-paragraph composition • Paraphrase and précis of a passage read • Analysis of a literary text • Short research essay (own topic) • Letter of application and resume <ul style="list-style-type: none"> ➤ poem ➤ play ➤ anecdote ➤ short story 	<ul style="list-style-type: none"> • Paraphrase and précis of passage read • Review (poem / play / film / video) • Descriptive essay OR character sketch • Editorial AND letter to editor • Formal literary essay • Personal essay <ul style="list-style-type: none"> ➤ poem ➤ play ➤ short story ➤ chapter ➤ parody ➤ satire ➤ agenda / minutes ➤ diary entry 	<ul style="list-style-type: none"> • write and document a convincing argument • convincing literary analysis • short formal research essay • updated resume and cover letter <ul style="list-style-type: none"> ➤ poem ➤ play ➤ short story ➤ chapter ➤ parody ➤ satire ➤ agenda / minutes ➤ diary entry
**Note: Grade 4 and beyond should be composing multi-paragraph pieces.					

Lesson Focus/Outcome Connection:

Materials:

Connections	<p>Yesterday we were working on ...</p> <p>Today I am going to teach you ...</p> <p>Because ...</p>
Teaching <ul style="list-style-type: none"> • Demonstration • Guided practice • Explain & give an example • Inquiry 	<p>Let me show you how I ...</p> <p>Hmmm ... I'm thinking ...</p> <p>Did you see how I ...</p>
Active Engagement <ul style="list-style-type: none"> • “turn and talk” to a neighbor, • try out work alone, • or plan their work. <p>What text will you use for the active engagement?</p>	<p>Now you are going to have a try. You are going to ...</p>
Link	<p>Today and every day when you are reading, you can ...</p>
Independent Work Time	<p>Students will</p>
Share <p>We tie the closing to the mini lesson, and use it as a time to validate, troubleshoot, or further instruct.</p>	

September Plan

Possible Guiding Questions	
<p><i>What compelling questions will foster inquiry, understanding and transfer of learning?</i></p> <ul style="list-style-type: none"> • What do reader do? • Why does reading matter? • How will reading make me bigger and stronger? • How do readers grow? • How do readers interact with other readers? 	
Possible Supporting Targets	Possible Assessments for Learning
<p><i>Long-term targets are in bold, and daily targets are listed below them.</i></p> <p>I can describe what readers do.</p> <ul style="list-style-type: none"> • I can read a variety of books • I can read and think our loud about me book. • I can recommend books to my classmates. <p>I can describe how readers read and get better over time.</p> <ul style="list-style-type: none"> • I can read for a longer time today than I did yesterday. • I can reread my books. • I can teach someone how to read a book that I know how to read. <p>I can explain “Why read?” and describe how reading makes me stronger and more powerful in the world.</p> <ul style="list-style-type: none"> • I can pay attention to my thinking when I read. • I can talk with a friend about my book. • I can retell stories using key details. <p>I can plan and facilitate a reading workshop to help learners get smarter about reading.</p> <ul style="list-style-type: none"> • I can explain expectations for reading workshop. • I can name the elements of a reading workshop that help me grow as a reader. • I can read/sing aloud three books! 	<p><i>These formative assessment match the daily targets and let kids and me know where we are and where we need to go.</i></p> <ul style="list-style-type: none"> • Children record titles in reading journal over time. • Conferring and listening in to partner work and turn and talk sessions. • “Love and book? Recommend to a buddy (create a chart to display these) <ul style="list-style-type: none"> • Place sticky note on class number line-move forward as the minutes increase. • Children tally rereadings on sticky note, place on front cover of book, • “Want to learn to read a book?” chart: three columns include child’s name, book he or she can read, and name of child who wants to learn how. <ul style="list-style-type: none"> • Conferring and sharing with a partner • Listening in, conferring and reflection and share time. • Partner work during read-aloud. <ul style="list-style-type: none"> • Anchor chart: “what is reading workshop and how does it help me grow?” • Partner work, whole-group reflection and share sessions • Conferring and the “Celebration of Readers” night (options are many)

From: Reading with Meaning, Debbie Miller. Pg. 32

Appendix H - Complete Dolch Word List Divided by Level

Pre-primer	Primer		Grade One	Grade Two		Grade Three
a	all	under	after	always	why	about
and	am	want	again	around	wish	better
away	are	was	an	because	work	bring
big	at	well	any	been	would	carry
blue	ate	went	ask	before	write	clean
can	be	what	as	best	your	cut
come	black	white	by	both		done
down	brown	who	could	buy		draw
find	but	will	every	call		drink
for	came	with	fly	cold		eight
funny	did	yes	from	does		fall
go	do		give	don't		far
help	eat		going	fast		full
here	four		had	first		got
I	get		has	five		grow
in	good		her	found		hold
is	have		him	gave		hot
it	he		his	goes		hurt
jump	into		how	green		if
little	like		just	its		keep
look	must		know	made		kind
make	new		let	many		laugh
me	no		live	off		light
my	now		may	or		long
not	on		of	pull		much
one	our		old	read		myself
play	out		once	right		never
red	please		open	sing		only
run	pretty		over	sit		own
said	ran		put	sleep		pick
see	ride		round	tell		seven
the	saw		some	their		shall*
three	say		stop	these		show
to	she		take	those		six
two	so		thank	upon		small
up	soon		them	us		start
we	that		then	use		ten
where	there		think	very		today
yellow	they		walk	wash		together
you	this		were	which		try
	too		when			warm

* 'shall' has dropped out of use

Source: <http://bogglesworldesl.com/dolch/lists.htm>



Grade Two Reading Toolkit Resource



Sun West Reading Toolkit

The purpose of the Reading Toolkit is to provide a place to go where you can get an overview and direction of what teaching in grade 1, 2 or 3 might look like, sound like and feel like as you begin your journey at this grade level. The toolkit has been created weaving and incorporating the Pillars of Reading, Saskatchewan Curricular Reading Outcomes and connecting the Saskatchewan Reads document.

This is a living document which means new and different pieces may be added along the way. We invite you to spend time investigating the Reading Strategies Wiki also that has many tools that support the main ideas of this document.

Sincerely,

The Reading Toolkit Team

Reading Toolkit

Grade 2

A Grade 1 Classroom focuses on how words "work". Grade 2 makes a transitional jump into what words "mean" and how to read for meaning to understand literal and inferred messages within a text. This would be a goal to build throughout the year.

The classroom may look and sound very busy during reading time. In Grade 1, the reading time would primarily be modelled, supported, and shared. While this continues to be a necessary focus in Grade 2, an added focus is to build persistence, independence and stamina while reading independently. This would build as the year progresses.

Classroom Environment

A Grade 2 Classroom would look very different at the start of the year. The bulletin boards would be set up, but the content would be empty. This is because the teacher and students would build the content together throughout the year. The bulletin boards are the learning tools for the class.

Perhaps one space would be available for a Word Wall and Reading Strategies Posters (Strategies Wall). Classroom libraries are essential. In a grade 2 classroom, you would need a variety of books, from pictureless word books to easy chapter books, including both fiction and non-fiction.

Students may choose to place themselves in various locations in the classroom depending upon the purpose of the reading activity, such as reading to self/someone or listening to reading. They may be sitting or lying under tables, in lockers, on yoga balls, or sitting at the tables. Students will be engaged with their books. They should feel safe to take risks with their reading to explore and build their skills.

A key area is the teaching zone where students can be seated away from distractions during direct teaching, modelling, discussion, etc.

Students will be exposed to more complex interactions with the reading process in grade two. Some of skills further developed and focused on at this level include:

- Word solving skills
- Comprehension strategies
- Building sight words for reading and spelling
- Self-monitoring strategies to enhance metacognition

Many resources can be found on the [Sun West Reading Strategies Wiki](#).

How to begin?

In September: time, practice, and planning needs to go into the different routines, structures, and transitions that happen in your classroom. There isn't a right or wrong way to handle these routines, but be sure to invest the time early in the year in building them with your students. Solid routines will preserve your teaching time throughout the year.

Some key examples may include:

- Lining up / Walking down the hallway
- Cleaning up
- Handing out papers
- Have a common area for pencils and erasers
- Book storage (books in classroom boxes/sets rather than kept in the desk)
- Setting up a work page with name, date
- Setting up duo tangs and binders
- Book handling
- Getting/Refocusing student attention
- How to handle visitors, someone at the door
- Co-create a set of classroom expectations
- What do I do with notes from home? Day planners? Lunch money?
- What do I do when I'm done?

Schedules:

Sample Literacy Block

The key idea behind this sample for a day plan is that **all** components of a balanced literacy program are covered. The minutes **may** vary from day to day according to the needs of your class, the text you are using, etc. but the components are consistent.

Time	Reading Component
15 - 20 minutes	Read Aloud or Shared Reading
20 minutes	Small-Group Shared/Guided Reading and Literacy Centres
5 - 10 minutes	Sharing Time
20 minutes	Independent Reading with student-teacher conferences
15 minutes	Working with Words
20 - 30 minutes	Text-Type Study (Modelled, Shared, Guided, and Independent) , Literature Response, Self-Selected Writing
20 minutes	Independent Writing (with guided support)
5 - 10 minutes	Sharing Time

Planning Examples:

- [ELA Daily Plan](#) – Appendix A
- [Elementary Weekly ELA Plan](#) – Appendix B
- [Launching the Reader's Workshop – Lessons for Developing Independent Reading](#) – Appendix C

Morning Message:

A morning message is a daily chance to model and have students interact with language that can have many different purposes. (reviewing conventions, spelling, word choice, missing words to practice using context, missing letters to practice building visual memory for spelling, and applying phonics and patterns studied)

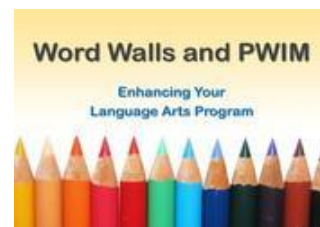
Two great links for explaining the purpose of Morning Messages:

<http://windowintomyclass.blogspot.ca/2015/05/dra-for-assistive-tech-studentsor-all.html>

<https://www.responsiveclassroom.org/article/good-morning-learners>

Word Walls:

- Set up the Word Wall, but start the year with a blank wall.
- Build sight words; 5 words/week. These words are used for spelling so everything is integrated.
- Clearly state how important the word wall is to the student.
- Spend September building routines around the word wall.
 - Day 1: Strategy, Vowel/Consonant, Spelling Activities, Colourful printing
 - Day 2: Cloze, Use in a sentence
 - Day 3: Partner Work - dictated practice with sentences so partners learn to read, write, and check then trade jobs
 - Day 4: Stretching the word; adding endings
 - Day 5: Phonemic Awareness - Making Words
 - Day 6: Word Sort
- Check out the PWIM and Word Wall webinar on the Reading Strategies Wiki:



<https://readingstrategiesthatwork.wikispaces.com/Putting+the+Pieces+Together>

Strategy Wall: should be beside the word wall and include posters of the different strategies (purchased or co-created with the students). Strategy posters/anchor charts on the strategy wall would include:

- reading strategies (Reading Strategies Posters are available on the Reading Strategies Wiki - <http://goo.gl/uNgJCN>)
- vowels/consonants
- little words inside other words
- ghost letters
- partner letters (ai, ea, er, etc)
- suffixes/prefixes
- word families
- Say it wrong to spell it right (mnemonics)
- BDA

Spelling activities

Spelling is best taught authentically as part of “real-world” reading and writing in a balanced literacy program. There are many strategies and activities that will engage your students in actively practicing the spelling of words, both during your literacy block as well as in all of the other content areas. Searching the internet will result in a host of creative ways that you can have your students interactive with the words they need to know how to spell. Only a few of those ideas are listed below:

- write repeatedly
- ABC Order
- cloze activities
- Acrostic Poem
- Writing riddles for the words
- Magnetic letters
- Tactile activities
- Spelling Aerobics
- Activities using the SMART board
- Spelling Apps for iPads

Find lots more spelling activities in [72 Ways to Practice Spelling Words](#) - **Appendix D**

There are MANY spelling programs available. The caution here is to make sure that the spelling words you have your grade 2 students work with are within the context of what they are reading, learning about and writing on a daily basis.

A good reference book that you might want to use is Spelling Through Phonics – Marlene J. McCracken and Robert A. McCracken:

- McCracken Spelling: complete grade 2 McCracken Spelling List available at <http://goo.gl/nBERpX>
- [McCracken Grade 2 Spelling Checklist](#) – **Appendix E** Complete Dolch Word List Divided by Level

Phonetics

Here is a list of a few resources for the teaching of phonics:

- List of [Phonics Rules](#) – **Appendix F**
- [Word Families](#) – **Appendix G**
- [Elkonin Sound Boxes](#) – **Appendix H**

A great webinar on Phonological Awareness is *Reading Strategies Beyond the Primary Grades*: <https://goo.gl/c9AB5E>. Studies show that this is a key area in learning to read. Another phonological awareness webinar has been created as well to provide an explanation of how all the pieces fit and connect together providing a framework for guidance and reference. <http://goo.gl/CqDIKp>

Vocabulary

Oral and written vocabulary development is very important in the process of reading. Word knowledge increases a student's ability to comprehend what she/he reads. Students need multiple exposure to words in authentic contexts, across content areas. Repetition is essential.

Strategies include (but not limited to):

- PWIM
- word walls
- poetry
- read alouds
- conversations
- open-ended questions
- relationships among words
- vocabulary instruction
- invitations to vocabulary usage
- quick writes

Resources to support vocabulary instruction include:

- Reading Strategies Wiki - <https://readingstrategiesthatwork.wikispaces.com/Putting+the+Pieces+Together>
- Teaching Students with Reading Difficulties and Disabilities <http://www.education.gov.sk.ca/Reading-Difficulties-Disabilities>
- [Building Vocabulary \(Living Sky School Division\)](#) – **General Appendix**
- [Rich and Varied Language Experiences](#) – **General Appendix**

Sight Words –

Sight words continue to be an important part of teaching grade 2 students to be successful readers. They should experience daily practice of those words that they much recognize immediately without having to sound them out. Mastering sight words will benefit students in their reading fluency and comprehension, vocabulary development, as well as improving their writing skills.

Sight words can be studied in many ways: flashcards, word wall, sentence strips, stories, worksheets, word rings, poems, morning message and take home reading. Some students may need to see a word as many as 60 times before it is sight word (automatic). That is why reading materials must build on previous sight words students have seen.

Dolch Sight Words for Pre-Primer to Grade 3 – Appendix J

For activities to do with sight words, visit

http://www.dolchsightwords.org/dolch_sight_words_activity.php

Poetry:

Poetry is an essential part of your ELA program. Daily practice with poetry can help develop the following skills:

- Fluency
- Word choice
- Word meaning/ Vocabulary Development
- expression
- oral reading
- visualizing
- text features
- punctuation

The *Cornerstones* Teacher's Guide has an excellent section: Exploring Poetry in the Classroom. It lists various activities to build into your poetry study. Poetry can be experienced every day and is not needed to be done in isolation. However, certain mini lessons will be done on their own but the key is to make the learning of the parts embedded. For example, teaching Haiku can be done at any time and used to show understanding of another subject area for instance.

Fluency:

Some strategies that develop fluency are:

- A solid base of sight words
- Well-developed phonetic skills
- Repeated readings of the same text
- Technology - read to the iPad
- Take home reading
- Independent reading at the student's level
- Listening to modelled reading
- Reader's Theatre
- Using sight word poems: Scholastic Sight Word Poems - <http://goo.gl/VDVTPR>
- Great Leaps has reading fluency resources - <https://goo.gl/vToxbS>
- Fluency passages with Dolch words from www.teacherspayteachers.com similar to these:
 - <https://www.teacherspayteachers.com/Product/Reading-Fluency-700209>
 - <https://www.teacherspayteachers.com/Product/I-Can-Point-and-Read-FREEBIE-Passages-2002121>
- Words Their Way program and rainbow word strips - <http://www.amazon.ca/Words-Their-Way-Vocabulary-Instruction/dp/0137035101>
- Primary Success leveled stories build fluency. It helps students use sight words to build automaticity. This is a great scaffold for students who may be needing more support with sight words.

Check it out!

- **“Oral Language Strategies - Tips from the Trenches”** – on the Supporting English Language Learning Wiki (on the bottom of the page) - <http://supporting-english-language-learning.wikispaces.com/Getting+Started>
- The fluency section of **“Strategies to Support Struggling Readers”** – on the Reading Strategies Wiki - <https://goo.gl/Spvas3>

Comprehension Strategies:

Anchor charts - co-create with students - refer to throughout the year and for student reference. (See samples below)

For an excellent resource on co-creating criteria with students visit the assessment wiki - <https://supporting-assessment.wikispaces.com/1.7+Student+Involvement>

Use Mentored / Modelled texts for teaching the strategies. There is a list of mentor texts on the Reading Strategies Wiki - <http://goo.gl/uNgJCN>

Be sure to check out the resources you have in your schools for ideas for teaching comprehension strategies. One example is the “Strategy Units” available from Scholastic. If you have access to any of the Literacy Place for the Early Years (LPEY) from Scholastic, there are lots of great lessons and activities to support the teaching of reading strategies. Also, the Major Integrated Resource (MIR) you have in your school will have reading strategy resources as well.

You teach strategies all year. Below is **one** way strategies can be organized for explicit instruction. You mostly likely will be focusing on these strategies in supported reading and modelled reading throughout the year but the following timeline would indicate when the students would be able to use these strategies more independently.

For the first term:

- Predicting
- Visualizing

For the second term:

- | | |
|---------------|--------------------------------|
| • Connecting | • Analyze/Determine Importance |
| • Questioning | • Monitor and Correct |
| • Confirming | • Summarizing |

For the third term:

- Inferring
- Synthesizing

Home Connection:

Encourage parents to read to and with their child daily for a least 20 minutes. It is still important for students to hear modelled reading as well as reading text independently to somebody. Parents should be encouraged to cue their child to use different strategies when reading. An explanation of these strategies would be sent home from the teacher.

Key Resources:

[Reading Strategies Wiki](#)

[Grade 2 ELA Wiki](#)

[Literacy Place for the Early Years – you will find the required product code on the inside cover of the LPYE resources](#)

[Making Words Series](#) - An active and innovative approach to making words by pat Cunningham and Dottie Hall. This grade-level series ***Making Words*** offers teachers a fresh multi-level activity and lesson series written for the kindergarten through fifth grade classroom. It presents classroom teachers with effective tools for strengthening phonics and spelling skills that encourage students to move beyond learning and into a world of word discovery. Each grade level resource introduces teachers to 100 lessons that teach all the phonics, spelling, and phonemic awareness skills included in most grade level curricula.

[Saskatchewan Reads](#)

[Words Their Way](#) - Word Study for Phonics, Vocabulary, and Spelling Instruction – provides a practical way to study words with students. This resources gives you all the tools you need to carry out word study instruction that will motivate and engage your students, and help them to succeed in literacy learning.

[Anchor Charts](#) (Scholastic) and [More on Anchor Charts \(Scholastic\)](#)

Sample Anchor Charts

What are the tools we can use to remember how to spell tricky words?

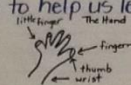
1. Word family. (pattern)
2. Say it wrong to spell it right.
3. Look for a little word inside
4. Ghost letters
5. Tricky parts.

Non-fiction texts: true, real.

Purpose: to learn something! (why we are reading)

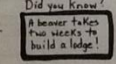
Non-fiction texts are organized with these things to help us learn:

Diagrams - picture, arrows, labels



Dark words: The dark words show they are important.

Titles: show what the text will be about

Fact Box -  Did you know?

Caption - words or a sentence under a picture that explains more.

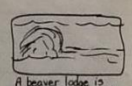




Table of Contents: Tells where (what page) information in the book is. (front of the book)

Glossary: tells what words mean

Index: tells what page we can find information (back of the book)

1. In your  hand questions are right in the text. (words)
2. In your heart  questions are based on your opinions, your experiences or what you think.
3. In your head questions need to be figured out with clues from the text, pictures, and your experiences.

Inferring:

- We figure out what an author is showing us.
- We think about clues in the text.
- We think about clues in the pictures.
- We think about what makes sense in the story.
- We think about our own experiences and background.

I make text → text connections as I read

How are books the same?
How are they different?

This text is the same as _____ because _____.

This text is similar to _____ because _____.

This text is like _____ because _____.

Both texts have _____.

This text is different from _____ because _____.

This text has _____ but _____ has _____.

I know a book ^{review} ~~report~~ has facts and opinions.

Facts :

The title is _____.

The author _____.

The main character is _____.

It is a fiction ^{non fiction} ~~book~~ ^{info fiction}.

The setting was _____.

The problem happened when _____.

Opinions :

I felt _____ when _____.

I liked _____ This made me think of _____.

I laughed _____ because _____.

I enjoyed _____ I did not like _____.

My favorite part _____.

When we predict...

- We think ahead about what might happen in the story
- We read or listen to see what happens.

We use :

- the title
- the pictures
- clues in the story
- our common sense

How we talk about predictions:

"Maybe _____"

"I think _____"

"I wonder if _____"

"I predict _____"

"Which 'Chunky' MonKey" Strategy will work?

Be a good Word Solver!

Is there an ending?

Can I see partner letters?

Can I see a word inside a big word?

Is it two words put together?

Student Work Samples:

Kylie NOV. 24 *Excellent!*

I can understand what an opinion is.

I can understand how writers write opinions using pros (good things) and (cons) not so good things to make their opinions clear.

Name of animal	One "pro" from the article	One "con" from the article
Parrot	it can say hello	Messy / Pets
fish	Pretty colors	Fish should be left in rivers and oceans
Lizard	they do not bark or meow	Some eat live crickets
dog	comes when you call it	clean up after them

A pet I would like to have is a dog

Pro: they play with you	Con: you have to clean up after them
-------------------------	--------------------------------------

I can make a prediction.

I can listen to see if my prediction was right.

I predict... he will eat it in his face	Now I know... it was strawberries a jam and crust
I predict make friends	Now I know I was rite
I predict They eat it	Now I know I was rite

Enemy Pie

Kylie Feb. 9

I can think about these facts before I read and then read to see if I was right!

Before I read		Know I know
NO	An elephant weighs as much as 3 trucks.	NO
yes	A monkey can be as small as a mouse.	yes
NO	A giraffe makes loud noises.	NO ✓
yes	A land turtle can live for 125 years!	NO
NO	A whale tongue weighs as much as a car.	yes
NO	A fish can climb a tree!	yes

I can fix the sentences that were not true to show what I learned.

AN turtle can live for 150 years
 AN giraffe makes NO noises
 AN elephant weighs as much as trucks

Kylie

I can predict what happens in a story

a tooth of the Zebra blues

First I thought... that she is sad from people that are sick at school	Now I know... at school things are fine
First I thought... scared to leave her mom	Now I know... he zebra
First I thought... maybe she had to see a Zebra	Now I know... she felt like a zebra because she is from the zebra

october 4

I can use the read ahead strategy to figure out words I don't know.

Beavers are Plant eaters.

A beaver has to keep on chewing bark to keep its teeth the right length.

In the fall beavers Break wood into small pieces and Pil it near their lodge. They eat this food all winter long.

A beaver feels smooth in deep water. They make a dam that is like a wall to make the water deep. Then they build a bag. Beavers make the lodge out of sticks, logs, and mud.

Beaver babies are called kits. They can hear, see, walk and swim when they are born.




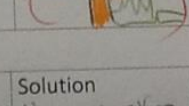
My learning number for today is 2

Super!

Dec 3

I can infer[figure things out] when I read.

I can visualize[make pictures in my mind] when I read.

What the author writes	What I infer[figure out]	What I see[visualize]
"our cheeks soon looked like cherries"	cheeks are cold	
"I was shivering and shaking"	cold	
"daddy's face was turning blue"	very cold	
he muttered, "son, next year we'll buy our tree."	mad	

Setting:	Problem:	Solution
foresee	DADDY got hot	they are bying there tree

clay

March 23

Fact from the article	Before I read... What I think [use my background and common sense to infer]	After I read... What I know now
Leatherback turtles have soft shells.	because they are so soft	so water can go through them
Leatherback turtles lay eggs every five years.	because they are so old	they are old and they are laying eggs
Each leatherback has a colored patch on its head.	because they are so old	they are old and they are laying eggs
Mother leatherbacks hide their nests under twigs and weeds.	because they are so old	they are old and they are laying eggs
Leatherback turtles are very hard for scientists to study.	because they are so old	they are old and they are laying eggs
A mother turtle can lay fake eggs!	because they are so old	they are old and they are laying eggs


March 23

Excellent!

Great thinking!

March 31

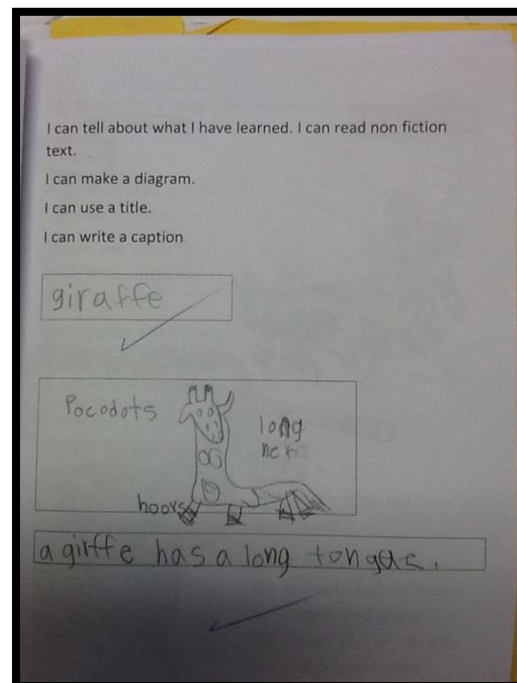
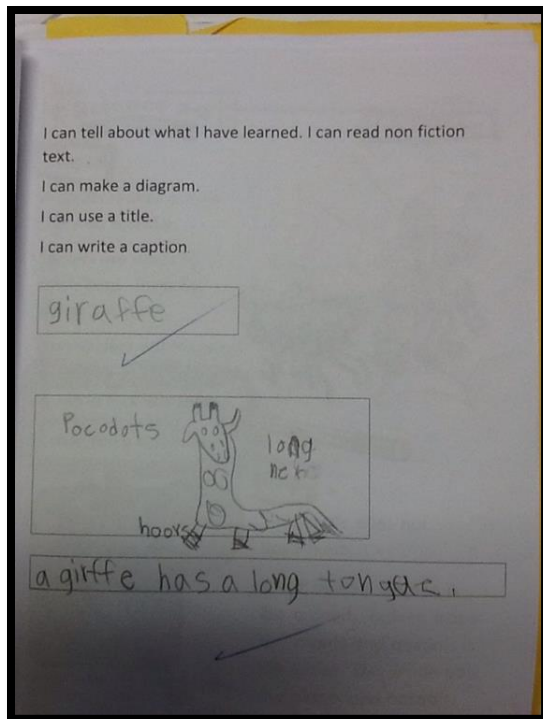
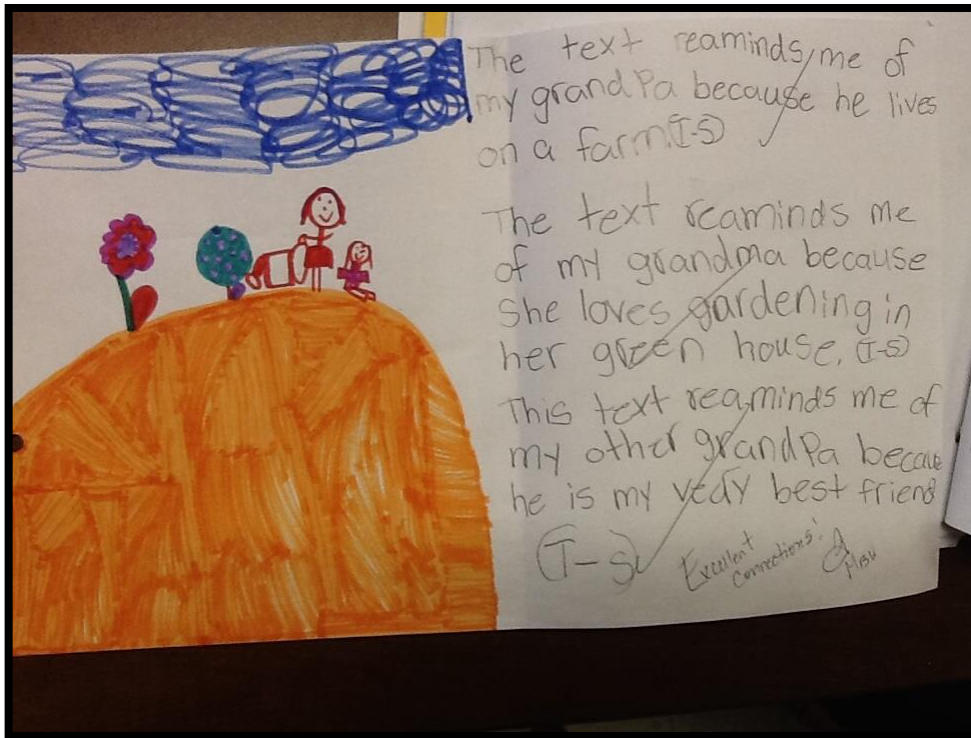
I can describe how the character is feeling and give proof from the text.



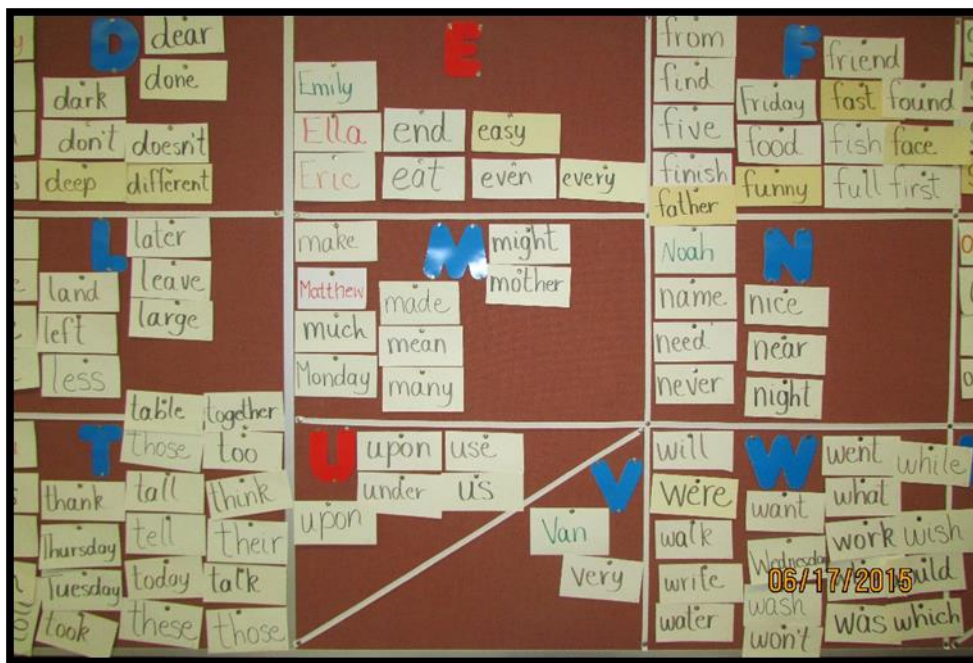
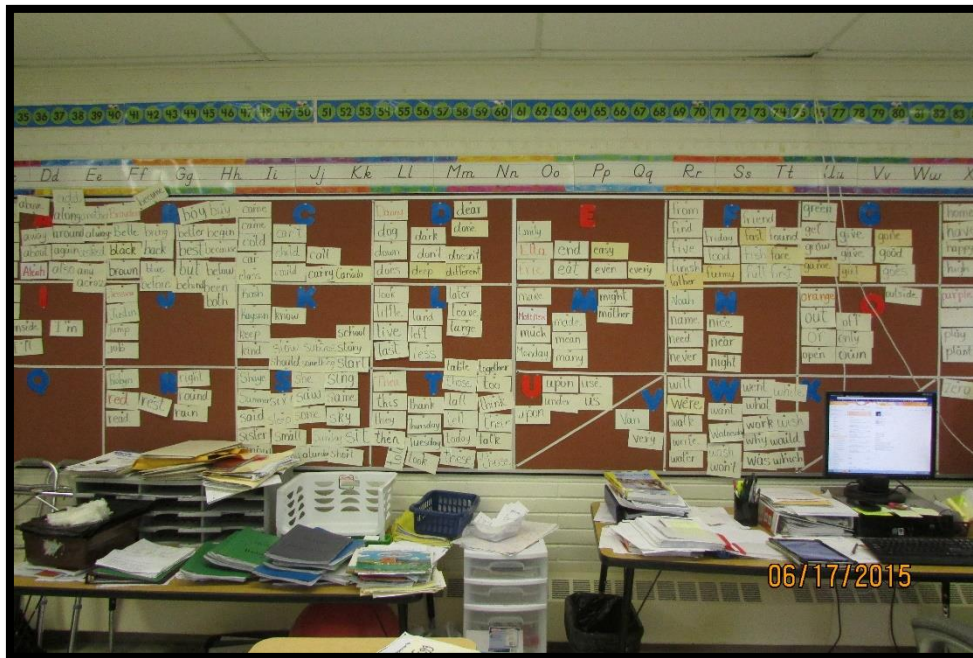
Sad
-happy
-mad

What a writer shows..	What a reader knows..
"Want some carrots, Kate?"	wants an invitation
Lizzie went behind the easel and ate by herself.	she is sad because she didn't get an invitation
Lizzie made a card for Kate and threw it away.	she knew it wasn't because she was really sad
Lizzie didn't want to go to school.	because she was mad at Kate

Really well done!



Word Walls



Appendix A

ELA Daily Plan

Date: _____ Grade(s) _____

(Approx. 80-100 Minutes total)

<p><i>Outcomes:</i> Reading /Writing/Speaking/Listening/Viewing/Representing (MIR/Curriculum outcomes)</p>
<p>Assessment:</p>
<p>Key Resources:</p>

<p>Morning Entry Activities ("Bell work")</p> <p><i>10 mins. Daily- 8:50-9:05 am.</i></p>		<p>Opening Activities</p> <p>Oral Language - Phonemic Awareness _____</p> <p>Poem/Song of the Day _____</p> <p><i>10 - 15min. Daily 9:05-9:15 am</i> _____</p>
<p>Shared Reading or Viewing, <i>15-20 min. MWF</i></p>	<p>Guided <i>20-30 mins MWF</i> Listening/Reading/Viewing</p>	<p>Centres and Independent Activities</p>
<p>Text: _____</p> <p>Strategy</p> <p>Before:</p> <p>During:</p> <p>After:</p>	<p>Group(s)/ Text Levels: _____/_____, ____/____</p> <p>Assessment:</p> <p>Running Record _____</p> <p>Comprehension _____</p> <p>Extension Activities:</p> <p>Word Work focus</p> <p>Retelling</p>	<p>Groups - Independent</p> <p>Assigned Reading/ Writing/ Word Study Activity Centres</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Associated Word Work/ Language Study mini-lesson</p> <p>Spelling/Phonics/ vocabulary</p>	<p>Observation Focus:</p> <p>Reading strategies</p>	<p>Accountability Feature(s)/</p> <p>Assessment</p>

Writing/ Representing (**Modeled**__, **Shared**__, Dictated/**Interactive**__, or Independent __)

- **Writing Process** 30 min .T,Th Writing Strategy focus: _____

Before:

During:

After:

Read Aloud 10-15 min .Daily

Text: _____

Closing Activity 5-10 min. Daily

Reflection/Notes:

Elementary ELA Weekly Plan – *an example:*

*(approx.105max. minutes daily or 525/week) > **Resources:** Phonemic Awareness Handbook (B. Elliott), Poems Please (D.Booth),

Collections MIR, Nelson Spelling, variety of song & picture books, leveled books

	instruction	Monday	Tuesday	Wednesday	Thursday	Friday
	Bellwork or Independent Reading / Writing <i>10-15 min. (before 9:05 am)</i>	Morning Message / Reading or Writing Journal	Morning Message / Reading or Writing Journal	Word Puzzle (re: word wall) Reading or Writing Journal	Word Puzzle / (re: word wall) Reading or Writing Journal	Morning Message / Reading or Writing Journal
	Oral Lang / Meeting <i>5-10 min.</i> <i>whole group</i>	Phonemic Awareness	Phonemic Awareness	Poem or Song of the week	Poem or Song Of the week (lyrics posted)	Phonemic Awareness
	Shared Language/ Reading/ Listening > <i>Strategy Focus</i> <i>10-15min.</i> <i>whole group</i>	Poem or Song of the week (listening first, then read lyrics) pocket chart	Text Selection (i.e.MIR) - Response (oral or written)	Text Selection (i.e. MIR) Language study / word work	Text Selection (i.e.MIR) - Response (oral or written)	Author's Chair - share student writing (week 2/ 3 of writing workshop)
← order may be changed →	Guided Reading / Independent Activities (sm.groups) > <i>Strategy Focus</i> <i>30 min.</i> (Monday, Wednesday, Friday)	Guided Reading: 2 groups / <i>others:</i> Assigned Work (reading/ writing i.e. responding to MIR selection or from other subject area texts)		Guided Reading: 2 groups / <i>others:</i> Assigned Work (listening, reading/ writing i.e. responding to MIR selection or from other subject area texts))		Guided Reading 1 group, + assessment / <i>others:</i> Assigned Work: – writing workshop
	Writing Workshop (alternate representing, speaking) > <i>Strategy Focus</i> <i>30 min.</i>		Week 1: Modeled or Shared Writing – follow up from shared, modeled or guided reading literature selection Mini-lesson Week 2: Guided / Independent Writing		Week 1: Guided / Independent Writing con't. (process), review Tues. mini-lesson prompt, organize, begin draft Week 2: continue writing workshop	

	<p><i>Tuesday & Thursday</i></p> <p><i>10 min mini-lesson, 20 min. writing/ conferencing/ assessing.</i></p> <p><i>+ try to include opportunities or writing every day (integrate with other subject areas, & integrate handwriting mini-lesson instruction).</i></p>		<p>Mini-lesson</p> <p>Draft / revise</p> <p>Week 3:</p> <p>Mini-lesson</p> <p>Edit/ final draft – assessment-</p>		<p>Proofread/revise/ edit...</p> <p>Week 3:</p> <p>Mini-lesson</p> <p>Final draft publish/ share -</p> <p>Speaking: (Author's Chair)</p>	
	<p>Spelling/ Word Work</p> <p><i>10-15 min.</i></p>	<p><i>New words</i></p> <p><i>Word wall</i></p>	<p><i>Practice activity</i></p>	<p><i>Practice/ spell-check (edit) writing</i></p>	<p><i>Practice activity</i></p>	<p><i>Assessment</i></p>
	<p>Read Aloud</p> <p>- Model –</p> <p><i>(may be any appropriate time during the day)</i></p> <p><i>10-15 min.</i></p>	<p>Literature selection - related to writing (craft, theme, genre...)</p>	<p>Literature selection - related to writing (craft, theme, genre...)</p>	<p>Literature selection - related to writing (craft, theme, genre...)</p>	<p>Literature selection - related to writing (craft, theme, genre...)</p>	<p>Literature selection - related to writing (craft, theme, genre...)</p>
	<p>Closing Activity –</p> <p><i>(end of day)</i></p> <p><i>5-10 min.</i></p>	<p>Lit. Journal – written reflection on story heard</p>	<p>Learning Log /Journal – written reflection</p>	<p>Learning Log /Journal - reflection</p>	<p>Learning Log /Journal - reflection</p>	<p>Sing Song or recite Poem of the week</p>

Writing Planning Form				
Grade Level(s) _____				
Text Form	To	With	By	Dates
	Introduce Demonstrate Model	Guided Practice	Independent Practice	

Purpose of Writing:

Recording Findings (thinking in problem solving, observing and noting, what we wonder about...)

Entertaining, Evaluating, Discussing, Organizing Information, Procedure, Remembering, Recounting, Description,
Giving Thanks, Communicating, Persuading, Informing, Explaining, Storytelling...

Taken from: Writing Essentials: Raising Expectations and Results While Simplifying Teaching by Regie Routman Heinemann 2005
ISBN:0-325-00601-6

Appendix C

Launching the Readers' Workshop

Lessons for Developing Independent Reading

(Grade 1 and 2)

Mini lesson	Key Concept	Learning Outcomes	Resources Needed
<p><i>Lesson 1</i></p> <p>What is reading?</p>	<ul style="list-style-type: none"> -People read everywhere. -People read a variety of texts. -Purposes for writing 	<p>Students learn that reading is happening all the time. People read signs, posters, magazines, books, etc.</p>	<p>Chart: What is reading?</p>
<p><i>Lesson 2</i></p> <p>What do readers do?</p>	<ul style="list-style-type: none"> -Readers read quietly. -Readers read in different places. -They look at the pictures and the words. -They read things that interest them. -They are always making sure they understand what they are reading. 	<p>Students learn that readers monitor comprehension, read both the pictures and the words</p>	<p>Chart: What do readers do?</p> <p>Homework: Investigate your family. What things are they doing as readers?</p>
<p><i>Lesson 3</i></p> <p>Continue "What do readers do?"</p>	<ul style="list-style-type: none"> -Readers use book marks to help them while they read (i.e.- set a stopping point, mark where they left off) -Recommend books to each other. -Point to words as they read them. -Reread books. -Read aloud. -Readers keep track of their reading using a reading log 	<p>Students continue to learn the behaviors that readers exhibit in regards to choosing books, decoding, fluency, comprehension, etc.</p> <p>Students learn to track what they have read</p>	<p>Chart: What do readers do?</p> <p>Reading log (suggestion)</p> <p>Bookmarks</p>

<p><i>Lesson 4</i></p> <p>What kinds of books interest us? How do we choose books?</p> <p><i>Reading in one spot!</i></p>	<p>-Readers read books that interest them.</p> <p>-Readers read their best when they find a good reading spot.</p> <p>-Readers group books in different ways.</p>	<p>Students learn that a quiet reading spot helps them be a good reader</p> <p>Students label the books by authors, illustrators, genres, topics, etc.</p>	<p>Chart: How do readers choose books?</p> <p>Topic-author-genre chart</p> <p>-places to read around the room</p>
<p><i>Lesson 5</i></p> <p>How is the classroom library organized?</p>	<p>Readers tour the classroom to learn where book and book bins are kept</p>	<p>Students learn how the library is organized</p>	<p>Suggestion: limit library classroom choices at first</p>
<p><i>Lesson 6</i></p> <p>Continue with What kinds of books interest us? How do we choose books?</p> <p><i>Reading in one spot!</i></p>	<p>Readers select and return books in our classroom so that we all can easily find and use them.</p> <p>Readers practice reading books and returning them to basket</p>	<p>Students think about their book choices.</p> <p>Students explore and discuss what kind of reader they are</p> <p>Students learn how to maintain classroom library.</p>	<p>Chart: How do readers choose books?</p> <p>List of reader traits</p>
<p><i>Lesson 7</i></p> <p>Choosing Just Right Books</p> <p><i>Reading in one spot!</i></p>	<p>Readers learn strategies for choosing books-looking at front cover and reading a few pages</p> <p>Readers learn that books can be easy, just-right or challenging for a reader.</p> <p>(Use bike riding analogy)</p> <p>Readers mostly choose just-right books.</p>	<p>Students learn that readers have criteria to judge whether a book is just right for independent reading.</p>	<p>Chart: Choosing a Just Right Book</p> <p>What to do? What to ask yourself?</p> <p>5 finger rule or bicycle chart</p>

<p><i>lesson 8</i></p> <p>Continue Choosing Just Right Books</p> <p><i>Reading in one spot!</i></p>	<p>Readers share how they have chosen Just-Right Books.</p> <p>Readers take good care of the books they read</p>	<p>Students learn that readers have criteria to judge whether a book is just right for independent reading.</p> <p>Students learn how to choose a another book to keep their reading going independently</p> <p>-Care for books</p>	
<p>Day 9</p> <p>Storing books in our book boxes</p> <p>(or other classroom routine for managing books)</p> <p><i>Reading in one spot!</i></p>	<p>Readers choose a mixture of books based on interest and readability to use during their independent reading time.</p>	<p>Students learn how to manage their book choices in a book box. Students learn that they don't need to choose books daily.</p>	<p>Chart: How do we take care of our book boxes?</p>
<p>Day 10</p> <p><i>Story Elements</i></p> <p><i>Fiction</i></p>	<p>Readers learn story elements to help them understand and talk about fiction stories</p>	<p>Students identify character, setting, problem, outcome</p>	<p>Chart: story elements and visuals to represent story parts</p>
<p>Day 11</p> <p><i>Nonfiction features</i></p>	<p>Readers notice the visual and text features of nonfiction text and understand that they signal importance</p>	<p>Students identify the visual and text features of nonfiction text</p> <p>Students understand and record nonfiction text features and their purpose</p>	<p>Comprehension Tool Kit: Monitor Comprehensions book 1</p> <p><u>Notice and Think about Nonfiction Features-lesson 2 pages 18-31</u></p>
<p>Day 12</p> <p>Thinking, Talking and Sharing about your reading</p> <p><i>Reading in one spot!</i></p>	<p>Readers think about their reading and are prepared to share it with others. They speak clearly and loudly. They take comments and questions from others about their sharing.</p>	<p>Students learn how to share, listen and learn from one another about reading and about books.</p>	<p>Chart: What does sharing look like and sound like?</p> <p>What can we share about?</p>

<p>Day 13</p> <p>Thinking, Talking and Sharing about your reading</p>	<p>Readers think about their reading and are prepared to share it with others. They speak clearly and loudly. They take comments and questions from others about their sharing.</p>	<p>Students learn how to share, listen and learn from one another about reading and about books.</p>	<p>Chart: What does sharing look like and sound like?</p> <p>What can we share about?</p>
<p>Day 14</p> <p>Reader's Workshop Guidelines</p>	<p>Readers read silently, in one spot and make book choices while doing our best thinking about reading.</p> <p>Readers share about their reading at the end of the workshop.</p>	<p>Students learn to manage independent reading so that the teacher can meet with small groups.</p> <p>Strategies to be introduced- (both large and small group)</p> <p>-visual cues- chunk within word-sound out-have I seen this work before</p> <p>-syntax-Does it sound right-reread</p> <p>-semantics- does it make sense-reread-read on</p>	<p>Chart: What does Reader's Workshop Look Like and Sound Like?</p> <p>Active reader strategies the students used during readers workshop</p> <p>Chart reading strategies and bookmarks for students as appropriate</p>
<p>Day 15</p> <p>Reader's Workshop Guidelines</p>	<p>Readers read silently, in one spot and make book choices while doing our best thinking about reading.</p> <p>Readers share about their reading at the end of the workshop.</p> <p>Readers learn about how to conference about their books with the teacher</p>	<p>Students learn to manage independent reading so that the teacher can meet with small groups.</p> <p>Students practice what readers workshop looks like-(quiet voices,)</p> <p>Students learn their role in a conference</p>	<p>Chart: What does Reader's Workshop Look Like and Sound Like?</p> <p>What does conferencing look like?</p> <p>Active reader strategies the students used during readers workshop</p>

<p>Day 16</p> <p>What is Schema?</p>	<p>Readers have background knowledge, life experiences, etc. to help them understand what they are reading.</p>	<p>Students learn to use this background knowledge to help them comprehend and decode text and make good book choices.</p>	<p>Chart: What is schema?</p> <p>Comprehensions Tool Kit</p> <p>Activate and Connect book 2</p> <p><u>Discover your Passion lesson 4 pages 2-13</u></p>
<p>Day 17</p> <p>How does Schema help us understand our reading?</p> <p><i>Thinking about text</i></p>	<p>Readers monitor their comprehension by keeping track of their thinking as they read listen and view.</p> <p>Thinking about the words, pictures, ideas)</p> <p>Students connect to books that not only interest them but will help them with their reading skills.</p>	<p>Students learn that readers make schema for various authors, types of text and textual elements.</p> <p>Introduce: turn and talk</p> <p>Responding to text- drawing, writing</p> <p>Tracking your thinking</p>	<p>Chart: How can we use our schema to understand what we read</p> <p>Post-its-with their thinking</p> <p>Interactive Read aloud from The Comprehension Tool Kit:</p> <p>Monitoring Comprehension- 1</p> <p><u>Think about the text lesson 1 pages 2-17</u></p>
<p>Day 18</p> <p>Readers make Text to Self Connections</p>	<p>Readers use their schema to make connections from their reading to themselves.</p>	<p>Students learn that our background knowledge we bring to text helps us understand the text</p> <p>We make personal connections to the text and listen to our inner voices.</p>	<p>Chart: Making Text-Self Connections</p> <p>Text to text connections</p> <p>Post-its-with connections lesson from</p> <p>Comprehension Tool Kit -</p> <p>Activate and Connect book-2</p> <p><u>Make connections Lesson 6 Page 30-45</u></p>
<p>Day 19</p> <p>Readers make Text to Self Connections</p>	<p>Readers use their schema to make connections from their reading to themselves.</p> <p>-Using their own reading books</p>	<p>Students learn the process by which readers make meaningful connections to text.</p> <p>Students learn how to share their connections by pinpointing the part in the text that makes them think.</p>	<p>Chart: Making Text-Self Connections</p> <p>Text to text connections</p> <p>Comprehension Tool Kit:</p> <p>Activate and Connect book 2</p> <p><u>Merge Thinking with New learning lesson 7 Page 46-62</u></p>

<p>Day 20</p> <p>Readers ask questions while they read</p>	<p>Readers ask questions to learn new information, clarify confusion and to better understand what they view, hear, and read</p>	<p>Students write down their questions</p> <p>Students share their questions</p> <p>Students learn how to ask questions, read on, and talk to someone to clarify confusion and make sense of text</p>	<p>Chart: Questions</p> <p>Post-its with questions</p> <p>Comprehension Tool Kit:</p> <p>Ask Questions book 3</p> <p><u>Wonder about new Information lesson page 16-17</u></p>
<p>Day 21</p> <p>Readers merge what they know with clues from the text to infer meaning.</p> <p>Readers visualize to help them understand the text</p>	<p>Readers merge what know with clues from the text to infer meaning.</p> <p>When reading poetry readers use inferring skills to understand more completely</p>	<p>Students use their background knowledge and clues from the text</p> <p>to draw or write what is happening</p> <p>Students share their inferences with a partner</p>	<p>Comprehension Tool Kit</p> <p>Infer and Visualize book 4</p> <p><u>Infer meaning lesson</u></p> <p><u>Pages 2-17</u></p> <p>Post-its</p>
<p>Lesson 22</p> <p>Continue Visualizing to help them gain meaning of text</p>	<p>Readers visualize to help them understand the text</p>	<p>Students get a picture in their mind as they read</p> <p>Students understand what it means to visualize</p> <p>Students understand how visualizing helps them get meaning from the text</p>	<p>Comprehension Tool Kit</p> <p>Infer and Visualize-book 4</p> <p><u>Learn to visualize lesson 13 Page 18-31</u></p>
<p>Lesson 23</p> <p>Readers Determine importance of text- The big ideas</p>	<p>Readers distinguish important information from less important details</p>	<p>Readers read for the big ideas</p> <p>Readers recognize what details are</p>	<p>Comprehension Tool Kit</p> <p>Determining Importance book 5</p> <p><u>What's Important lesson 16</u></p> <p><u>Pages 2-15</u></p>
<p>Lesson 24</p> <p>Lesson Summarizing</p>			<p>Comprehension Tool Kit</p> <p>Summarizing and Synthesizing book 6</p> <p><u>Get the big Idea lesson 20</u></p> <p><u>Pages 18-31</u></p>

<i>Lesson 25</i> <i>Response Journals</i>	<i>Readers can share their thinking about reading by recording it in a journal</i>	Students learn to keep a record of their reading and learning	What can we record in our journals? Sticky notes Sentence starters
<i>Lesson 25</i> <i>Response Journals continue</i>	<i>Readers can make quick notes to help them remember their thinking while reading. They can also mark difficult words, favorite parts, characters etc..</i>	Students learn a process to help them remember their thinking so that they can write and talk about books	What can we record in our response journals? Connections, character traits, big ideas, new words

Adapted from the work of Debbie Miller, Fountas and Pinnell, NYC School District units of Study and our own schema😊

The rest of the Comprehension Tool Kit lessons can be integrated within your units of study –social studies-poetry-science- read alouds-guided reading- See attached

Key techniques to integrate daily into classroom

Turn and talk

Responding to what we read orally and in writing

Partner work/sharing

Teacher conferencing

Whole group share daily

Appendix D

72 Ways to Practice Spelling Words

1. ***30 Second Words**- Write a TV commercial using all your spelling words. Read it to a parent or sibling!
2. ***3-D Words**- Use Play Dough or clay to sculpt your spelling words.
3. ***ABC Order**- First write your spelling words in a list. Then write them again in alphabetical order. Finally, write them in reverse alphabetical order.
4. ***Across and Down Words**- Write each of your spelling words across and then down. See the example below.
Example: teach e a c h
5. ***Acrostic Poem**- Choose one of your spelling words. Write an acrostic poem for that word. You must also illustrate your poem. *Example:* fly Fun in the sky Laps around clouds Yes! I'm free!
6. ***Adding My Words**- Each letter has a value. Consonants are worth 10 and vowels are worth 5. Write your spelling words. Then add up the value of each spelling word. *Examples:* said $10+5+5+10 = 30$ there $10+10+5+10+5 = 40$
7. ***Air Write**- Write your spelling words in the air using your finger. Have a partner read your words as you write them OR a parent can "air write" your words and your job is to read the words.
8. ***Back Writing**- Use your finger to spell out each of your spelling words, one letter at a time, on your mom or dad's back. Then it's YOUR turn to FEEL and spell.
9. ***Backwards Words**- Write your spelling words forwards. Then write them a second time backwards.
10. ***Blue Vowels**- Write each of your spelling words. Using a blue colored pencil, trace over the vowels in each word. Remember the vowels are: a e i o u
11. ***Bubble Letters**- Write each of your spelling words in bubble letters. After you finish, color your words with crayon or colored pencils.
12. ***Buzzing Bees**- Draw and color an outdoor picture. Count your spelling words. Draw a bee for each of your spelling words. Then write the words inside each of the "spelling" bees. Write neatly!
13. ***Choo-choo Words**- Write the entire list end-to-end as one long word, using different colored crayons for each word.
14. ***Code Words**- Come up with a code for each letter of the alphabet. Write down your code. Then write your spelling words in code. You must write the actual spelling word next to the "code word." *Example:* a= b= c=
15. ***Colorful Words**- Write each of your spelling words. Write each letter using a different colored pencil.
16. ***Connect the Dots**- Write your spelling words in dots. Then connect the dots by tracing over them with a colored pencil. *Example:* happy happy
17. ***Consonant Circle**- Write each of your spelling words in a list. Then go back and circle all of the consonants in your words! Don't forget to write neatly!
18. ***Create an Activity**- Can you think of a really fun way to practice your spelling words? Then go for it! Be sure to explain your activity so that I can share it with the class!
19. ***Delicious Words**- Spray a small amount of whipped cream (or anything you can eat) on a plate and spread it out. Write your spelling words in the whipped cream and be sure to clean up afterwards... yummy!
20. ***Dots Game**- Make a square of 4 rows of dots with 4 dots in each row. Before taking a turn, the player must spell a spelling word correctly. If the word is correct, the player can connect two dots.

When a player forms a square by connecting dots, he can write his initials in the box. The player with the most squares at the end of the game wins! *Example: ____ ____ ME*

21. ***Draw and Label-** Draw and label your spelling words. You must color your drawings. Don't forget to add lots of great detail!
22. ***Dusty Words-** Go outside to your sandbox and write your words in the sand.
23. ***Etch a Word-** Use an Etch-A-Sketch to write your spelling words. Read the words to a parent or sibling.
24. ***Fancy Letters-** Write your spelling words. Then write them again using fancy letters.
25. ***Flash Writing-** In a darkened room; use a flashlight to write your spelling words in the air. Have a partner read your words as you write them OR a parent can "flash write" your words and your job is to read the words.
26. ***Good, Clean Words-** Find a countertop or flat surface that can be cleaned easily. Spray a small amount of shaving cream and spread it out. Write your spelling words in the shaving cream and be sure to clean up afterwards!
27. ***Goofy Spelling Story-** Write a goofy spelling story using each of your spelling words. Be sure to underline your words as you use them. Illustrate and color your story!
28. ***Hidden Words-** Draw a picture and write your spelling words in the picture. Try to hide the words!
29. ***Hopscotch Words-** Make a hopscotch board on the sidewalk or driveway with chalk. Write letters instead of numbers. You get to HOP your words!
30. ***Letter Writing-** Write a friendly letter to a teacher or friend using each of your spelling words. Underline the spelling words that you use in your letter.
31. ***Magazine Words-** Use an old magazine and find your words (or the letters that make up your word). Cut it out and glue it on your paper.
32. ***Match-Up-** Write each of your words on two different index cards. Turn all the cards face down and mix them up. Lay out your cards in rows (like Concentration) and flip over two cards at a time. Read each card aloud to see if they match. Keep them if they do or flip over and try again.
33. ***Morse Code-** Use Morse Code to spell your words. It is a series of dots (1 count) and dashes (3 counts). Check out this site <http://www.morsecode.dutch.nl/alphabet.html> to see the international (NATO) Morse Code so you can practice!
34. ***Make Some Music-** Write a song or rap that includes your words! Share with a friend or family member.
35. ***Newsy Words-** Use old magazines, catalogs, or newspapers to cut out letters. Glue the letters down on a piece of paper to spell your words. **Helpful Hint:* Cut out lots of extra letters. Store them in a Ziploc bag for future use. This is a huge timesaver!
36. ***Other Handed-** If you are right handed, write your spelling words using your left hand. If you are left handed, write your spelling words using your right hand.
37. ***Pasta Words-** Arrange alphabet pasta or Alphabits cereal to form your spelling words. Glue onto a piece of paper.
38. ***Practice Test-** Take a practice test. Have your Mom or Dad ask you to spell your spelling words. Write them on a list. Check your practice test and correct any missed words. *This would be an especially good activity to complete on Thursday night.*

39. ***Pyramid Words**- Write your spelling words in a pyramid shape. Start with the first letter. On the next line, write the first two letters. On the third line, write the first three letters. Continue until you have written the entire word. Example: them t

th

the

them

40. ***Rainbow Write**- First write your words using a pencil. Then trace over your words with a crayon. Then trace a second time with a different colored crayon. Finally trace a third time with another different colored crayon. Trace NEATLY and you will see the rainbow!

41. ***Rhyming Words**- Write each of your spelling words. Next to each word, write a rhyming word. If necessary, your rhyming words can be nonsense words, but make them follow the same spelling pattern.

42. ***Riddle Me**- Write a riddle for each of your spelling words. Don't forget to add the answer to your riddles. Then have a parent, sibling, or friend try to figure out your riddles.

43. ***Scrabble**- Use Scrabble tiles to spell out your spelling words. For a little extra math practice, figure out the value of each of your words!

44. ***Scrambled Words**- Fold a piece of paper three times lengthwise (making three long rectangular columns). Write your words in the first column. Then write them again with the letters all mixed up in the second column. Put your words aside. Come back later to unscramble your words. Write the unscrambled words in the third column.

45. ***Secret Agent Words**- Number the alphabet from 1-26. Example: a=1, b=2, c=3, d=4, e=5, etc. Then convert your words to a number code.

46. ***Sentence, Please**- Write sentences using each of your spelling words. You may use more than one word in a sentence, but you must write at least 10 sentences. Underline your spelling words.

47. ***Sign Your Words**- Use sign language finger spelling to sign the spelling of your words. Check out Unity Kid's site <http://www.unitykid.com/signlanguage.html> to see animated hands making the letters so you can practice!

48. ***Silly Sentences**- Write silly sentences that include your spelling words. Underline your words.

49. ***Sound Words**- Use a tape recorder to record your spelling words and their spelling. Then rewind your tape and listen to it, checking to see that you spelled all the words correctly.

50. ***Speller-cize**- Pretend you are a cheerleader and call out your words! Raise your hands to the sky for letters that touch the top handwriting line, put hands on your waist for letters in the middle, and touch your toes for letters that go below the bottom line. *Examples:* bag b(sky)-a(waist)-g(toes) spells bag!

fly f(sky)-l(sky)-y(toes) spells fly!

51. ***Spelling Baseball**- Draw four bases on a piece of paper or lay out four pillows to be the bases. The pitcher selects a word. If the batter can spell the word correctly, he moves forward one base. If the batter cannot spell the word, he remains where he is. A point is earned every time you pass home plate. This is a great game play with a friend, sibling, or parent.

52. ***Spelling Bee**- Practice your spelling words in Spelling Bee style. Spell your words out loud to a parent or sibling.

53. ***Spelling Flashcards**- Make a set of flashcards to practice your spelling words. When you look at your flashcard, read the word and then spell it out loud. **Example-* there t-h-e-r-e.

54. ***Spelling Flowers**- Draw a picture of a great big flower. Write each of your spelling words on one of the flower petals or on a leaf. Draw extra flowers if you run out of room.

55. ***Spelling Poem-** Write a poem using several of your spelling words. Underline the words that you use. Illustrate your poem. You can write any kind of poem that you like.
56. ***Spelling Shapes-** Count your spelling words. Draw one shape for each word. Then write your spelling words inside each of the shapes. *Examples:*
57. ***Squiggly Spelling Words-** You are going to write your spelling words two times. First write in regular letters. Then write the words again in squiggly letters!
58. ***Story, Story-** Write a story using ALL of your spelling words. You may type your story and email it to me (stampkm@pwcs.edu) if you would like. ???
59. ***Superman Letter-** Your job is to write a creative letter to Superman (or another superhero). In your letter, you must use each of your spelling words. Be sure to underline your words as you use them.
60. ***Surround Words-** Write your words on graph paper. Write “middle” letters, one letter in each box. Use two boxes for “tall” letters like t and l and “low” letters like j and g. Then outline the words using different colors of crayon or colored pencils.
61. ***Telephone Words-** Look at your telephone keypad. Translate each letter into the numbers on the keypad. Now write your spelling words using this code!
62. ***Three Times-** Write your spelling words three times. First write your words in pencil. Second, write each word in crayon. Third, write each word in marker.
63. ***Toss a Word-** Toss (or roll) a ball back and forth with a partner. You say the 1st letter, and then toss and your partner says 2nd letter, and so forth.
64. ***Trace a Shape-** Draw a shape for each of your spelling words. Then trace each shape by writing your spelling words around them.
65. ***Trace Around-** Write each of your spelling words using a pencil. Then trace around each word with a crayon, colored pencil, or a marker.
66. ***Type ‘Em-** Type your spelling words on the computer. Make each word have a different font. You can even email your words to me at stampkm@pwcs.edu
67. ***UPPER and lower-** Write your spelling words two times each. The first time, write each word in **UPPERCASE** letters. Write your words a second time in **lowercase** letters.
68. ***Vowel Circle-** Write each of your spelling words in a list. Then go back and circle all of the vowels in your words! Don’t forget to write neatly!
69. ***Word Search-** Make a word search puzzle using your spelling words. Use the Discovery School’s online Puzzle Maker <http://www.puzzlemaker.com>. Then find your words!
70. ***Words Within Words-** Write each spelling word and then write at least two words made from the same letters. *Example:* slide side lie lid led *etc*
71. ***Words Without Consonants-** Write your spelling words on a list, but replace all the consonants with a line. Then go back to the beginning of your list and see if you can fill in the correct missing consonants.
72. ***Words Without Vowels-** Write your spelling words on a list, but replace all the vowels with a line. Then go back to the beginning of your list and see if you can fill in the correct missing vowels.

Appendix E

GRADE TWO SPELLING CHECKLIST

_____ child's name

Date Learned _____

- _____ Uses consonants correctly in both initial and final positions
- _____ Uses consonants in correct sequence
- _____ Can use the short vowels **a**__, **e**__, **i**__, **o**__, **u**__ correctly in phonetic words of one syllable
- _____ Can discern the difference between the short vowels **e** and **i** in words of one syllable
- _____ Can write correctly phonetic words of two syllables using short vowels
- _____ Can add the word endings **y**__, **s**__, **ing**__, **ly**__, **er**__, **ed**__, **es**__ to the ends of words if the word form does not change
- _____ Can use the consonant digraphs **ch**__, **th**__, **sh**__ correctly in both initial and final positions
- _____ Can use correctly the vowel diphthongs **er**__, **ar**__, **or**__, **ir**__, **ur**__
- _____ Can use correctly the vowel diphthongs **oi**__, **oy**__
- _____ Can use correctly the spelling patterns **ow** as in **now**__, **ow** as in **snow**__, **ou** as in **out**__, **ous** as /us/____
- _____ Can use correctly the spelling patterns **ang**__, **ing**__, **ong**__, **ung**__
- _____ Can use correctly the spelling patterns **ck**__, **lc**__, **le**__
- _____ Can use correctly the spelling patterns **g** as /j/____, **ge** as /j/____, **dge** as /j/____
- _____ Can use correctly double consonant words using **ll**__, **ss**__, **ff**__
- _____ Indicates awareness that in words containing two or more syllables, a short vowel is usually followed by more than one consonant while a long vowel is usually followed by one consonant
- _____ Can add the word endings **s**__, **ly**__, **ed**__, **es**__, **y**__, **ing**__, **er**__ when the basic word form changes
- _____ Is aware of the most common spelling patterns inherent in words with long vowels
- _____ Can discern the long vowel sound and use one of the spelling patterns for each sound:
 - long /a/: **ai**__, **a-e**__, **ay**__
 - long /e/: **ee**__, **ea**__, **e-e**__, **ie**__
 - long /i/: **i-e**__, **igh**__, **ie**__
 - long /o/: **o-e**__, **oa**__, **ow**__, **old**__, **olt**__
 - long /u/: **u-e**__
- _____ Shows awareness that different ways of spelling the same sound often indicate a change in word meaning
- _____ Can spell correctly the common non-phonetic words: **because**__, **have**__, **again**__, **are**__, **were**__, **would**__, **should**__, **could**__

Source: Spelling Through Phonics – Marlene J. McCracken and Robert A. McCracken

Appendix F

Phonics Rules

1. Every word must contain a vowel. The vowels are: a, e, i, o, u, and y (y is a consonant when at the beginning of a word). Eg: A, me, sit, no, up, my
2. Syllables: Many words are made of small parts called syllables. Each syllable has one vowel sound.
 - Closed syllable- can only have one vowel and it is followed by one or more consonants. The vowel sound is always short.
 - Example: last, napkin
 - Exceptions of this rule are ind, ild, old, olt and ost words.
 - Open syllable-can only have one vowel sound which is the last letter in the syllable. The vowel sound is long.
 - Example: hi, sky, skyline, me, etc.
3. If a word or syllable has only one vowel and it comes at the beginning or a word, the vowel is usually short. These are called VC words.
 - Example: an, ant, end, in, up, on, ox
4. If a word or syllable has only one vowel and it comes between two consonants, the vowel is usually short. These are called CVC words.
 - For example:
 - short a in fast, bat, cap, rack, hand
 - short i in sit, mitt, milk, lips, sink
 - short e in jet, men, web, tent, belt
 - short o in pop, box, lock, hot, rock
 - short u in run, lunch, bus, duck, tub
5. Vowel Pairs: If a syllable or one syllable word has two vowels, the first vowel usually stands for the long sound, and the second vowel is silent. These are often called vowel teams. The saying is used: When two vowels go walking the first one does the talking.
 - For long a the letters a__e, ai, and ay all stand for the long a sound.
 - Examples: away, face, play, wait, game, rain.
 - For long i the letters i__e and ie can stand for the long i sound.
 - Examples: bike, bite, pie, lie, tie, nine, line
 - For long u the letters u__e, ui, and ue can all stand for the long u sound.
 - Examples: blue, glue, tube, flute, suit,
 - For long o the letters o__e, ow, oe, and oa can all stand for the long o sound.
 - Examples: bone, nose, own, bowl, toe, coat, foal,
 - For long e the letters ea and ee can stand for the long e sound.
 - Examples: jeans, seat, beak, east, jeep, beet, seed, team
6. When a syllable ends in a silent “e”, the silent “e” is a signal that the vowel in front of it is long. This is often called the magic e or the bossy e.
 - Example: make, kite, rope, use.
7. When a one syllable word ends in a consonant and has only one vowel, that vowel is short.
 - Example: mat, red, fish, sock, rug
8. When a syllable ends in a vowel and is the only vowel, that vowel is usually long.
 - Example: “la/ter, me, l, o/pen, u/nique, my”.
9. Qu are always together.

- Example: queen, quarrel, quick, quiet
10. When “g” is followed by “e, i, or y,” it usually has the soft sound of “j.”
Example: gem, gym
11. When “c” is followed by “e, i, or y,” it usually has the soft sound of “s.”
Example: city, cent, cygnet
12. When w is before “or”, the “or” says “er”. (work, word, – but not sword)
13. Consonant Digraphs: When two or more consonants are joined together and form a new sound, they are called a consonant digraph.
Initial digraphs: ch, sh, th, thr, ph, wh, ck, kn, wr
Final digraphs: ch, ng, sh, th, tch
14. Compound Word: is made up of two or more words joined together to make a new word.
Example: granddad.
15. R-controlled Vowels: A vowel followed by an “r” stands for a special sound that is neither long nor short.
R-controlled vowels are: ar, er, ir, or, ur
16. Vowel Digraphs: A vowel digraph is two vowels or a vowel followed by a “w” that produce one vowel sound. The vowel sound can be long or short, or have a special sound of its own.
Vowel digraphs are: ai, au, aw, ay, ea, ee, ei, ew, ie, oa, oo, ou, ow
17. Initial consonant Blends: A consonant blend is two or more consonants that come together in a word. Their sounds blend together, but each sound is heard.
Initial consonant blends are:
S blends: sc, sm, st, sk, sn, sw, sl, sp
L blends: bl, gl, cl, pl, fl
R blends: br, fr, tr, cr, gr, dr, pr
18. Final Consonant Blends: Come at the ends of words.
Final consonant blends are:
S blends: sk, sp, st
L blends: ld, lf, lk, lp, lt
N blends: nd, nk, nt
other blends: ft, mp, pt, rt

Appendix G

Word Families

Word families are groups of words that have a common pattern or groups of letters with the same sound. For example, the "ain" word family includes *brain, chain, gain, pain, rain*, and so on. The following list of common word families come from Wylie and Durrell, 1970.

-ack	-ad	-ail	-ain	-ake	-ale	-all
attack back black crack hack jack knack lack pack quack rack sack snack stack tack track whack Zack	ad bad brad cad clad dad doodad glad had lad mad pad sad	ail fail hail jail mail nail pail rail sail snail tail wail	brain chain complain explain gain grain main obtain pain plain rain slain Spain sprain stain strain train vain	awake bake brake cake fake flake Jake lake make quake rake sake shake snake stake take wake	ale bale dale gale kale male pale sale scale stale tale whale	all ball call fall gall hall install mall small squall stall tall thrall wall
-am	-ame	-an	-ank	-ap	-ar	-ash
cam clam dam dram exam gram ham jam lam ma'am Pam ram Sam scam slam spam swam tam tram wham yam	blame came fame flame frame game lame name same shame tame	an ban bran can clan Dan Fan flan Fran Jan Japan man pan pecan plan ran scan span Stan tan than van	bank blank crank dank drank flank frank Hank plank prank rank sank shrank spank tank thank yank	cap clap flap gap lap map nap rap sap scrap slap snap strap tap trap wrap yap zap	afar bar car far jar mar par scar spar star tar	ash bash brash cash clash crash dash flash gash gnash hash lash mash rash sash slash smash splash stash thrash trash

-at	-ate	-aw	-ay	-eat	-eel	-eep
at bat brat cat chat fat flat gnat hat mat pat rat sat slat spat tat that vat	abate ate crate date debate fate gate grate hate Kate late mate plate rate relate sate skate state	caw claw draw flaw gnaw jaw law paw raw saw slaw straw thaw	away bay bray clay day decay delay display flay gay gray hay jay lay may nay okay pay play pray quay ray relay replay say slay spray stay stray sway they today tray way	beat cheat cleat eat feat greet heat meat neat peat pleat seat treat wheat	eel feel heel keel kneel peel reel steel wheel	beep creep deep jeep keep peep seep sheep sleep steep sweep weep
-eet	-ell	-en	-ent	-est	-ice	-ick
beet feet fleet greet meet sheet sleet street sweet tweet	bell cell dell dwell farewell fell hell sell shell smell spell swell tell well yell	amen Ben children den glen hen men open pen then ten when wren	bent cent dent event gent lent rent scent sent spent tent vent went	best chest crest jest nest pest quest rest test unrest vest west zest	dice ice mice nice price rice slice spice splice thrice twice vice	brick chick click flick kick lick nick pick quick sick slick stick thick tick trick wick

-ide	-ife	-ight	-ile	-ill	-in	-ine
bride decide glide hide pride ride side slide stride tide wide	fife knife life strife wife	bright delight fight flight fright height knight light might night plight right sight slight tight tonight	bile file mile Nile pile rile smile stile tile vile while	bill chill dill drill fill frill gill grill hill ill kill mill pill quill shrill sill skill spill still thrill will	bin chin din fin gin grin in kin pin shin skin sin spin thin tin twin win within	brine decline define dine fine line mine nine pine shine shrine sine spine swine tine twine vine whine wine
-ing	-ink	-ip	-it	-oat	-ock	-og
bring cling fling king ping ring sing sling spring sting string swing thing wing wring zing	blink brink drink fink ink link mink pink rink shrink sink stink think wink	blip chip dip drip flip grip hip lip nip quip rip ship sip skip slip snip strip tip trip whip zip	admit bit fit flit grit hit it kit knit lit pit quit sit skit slit snit spit split twit wit	boat coat float gloat goat oat throat	block clock cock crock dock flock frock hock jock knock lock mock rock shock smock sock stock	blog bog catalog clog cog dog fog frog hog jog log slog smog

-oil	-oke	-oo	-ood	-ood	-oof	-oof
boil broil coil foil oil soil spoil toil	awoke bloke broke choke joke poke smoke spoke stoke stroke woke yoke	boo coo goo igloo moo shoo too woo zoo	good hood stood wood	brood food mood	goof proof roof spoo	hoof woof
-ook	-oom	-ool	-oon	-oop	-oot	-oot
book brook cook crook hook look nook rook shook took	bloom boom broom doom gloom groom loom room zoom	cool drool fool pool spool stool tool	balloon goon loon moon noon soon spoon swoon	coop droop hoop loop scoop snoop stoop troop	(long oo) boot hoot scoot shoot	(short oo) foot soot
-ore	-orn	-ot	-ought	-ould	-ouse	-out
bore chore core gore lore more ore pore score shore sore spore store swore tore wore	born corn forlorn horn morn scorn shorn thorn torn worn	blot bot clot cot dot forgot got hot jot knot lot not plot pot rot shot slot spot tot trot	bought brought fought ought sought thought wrought	could should would	douse house mouse spouse	about bout clout out lout pout scout shout snout spout stout tout trout

-ow (rhymes with cow) bow cow chow how now plow sow vow wow	-ow (rhymes with low) bow blow crow flow glow grow low mow row show slow snow sow stow throw tow	-own brown crown down drown frown gown town	-uck buck chuck cluck duck luck muck puck pluck stuck struck truck tuck yuck	-ug bug dug hug jug lug mug plug pug rug shrug smug snug thug tug	-ump bump clump dump grump hump jump lump plump pump rump slump stump thump trump	
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Appendix H

Elkonin Sound Boxes

Descriptor: This is an activity in which students listen to a word and write each individual sound they hear into the given box. Each individual box represents one phoneme/sound. This tool allows students to physically segment words into phonemes. This activity can be used to help students develop phonemic awareness or to practice spelling.

Materials needed:

worksheets or cards with boxes for each sound in the word

Example:

--	--	--	--

c

o

k

l

b

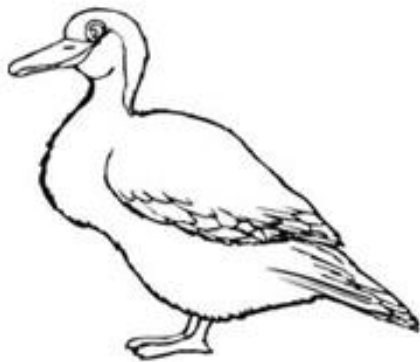
Adaptation

Adaptations can be made by adjusting the level of the words.

Remove the letters from under the pictures for older students.

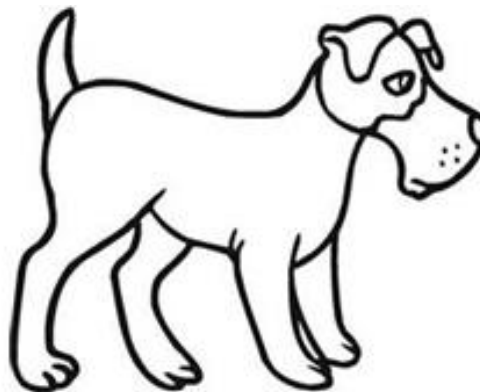
For EAL students, keep the language simple so that the students are able to focus on hearing the individual sounds in the words.

Sample Elkonin Boxes



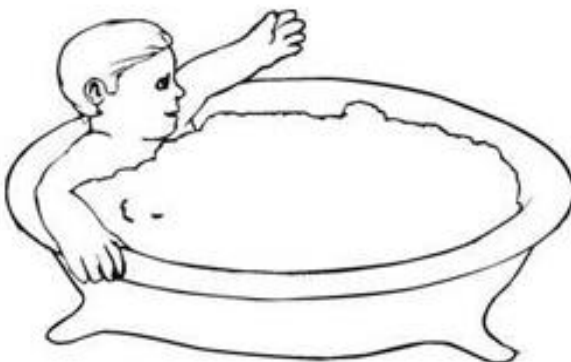
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u d k c



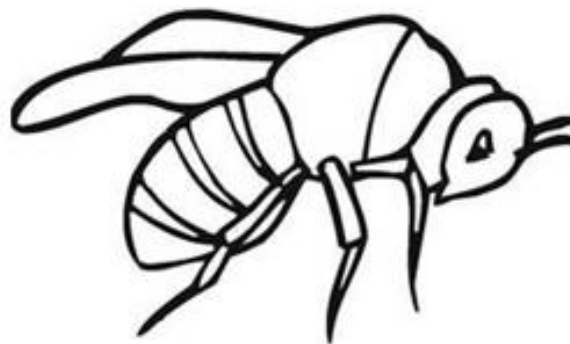
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d g o



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h a b t



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e b e

Appendix J - Complete Dolch Word List Divided by Level

Pre-primer	Primer		Grade One	Grade Two		Grade Three
a	all	under	after	always	why	about
and	am	want	again	around	wish	better
away	are	was	an	because	work	bring
big	at	well	any	been	would	carry
blue	ate	went	ask	before	write	clean
can	be	what	as	best	your	cut
come	black	white	by	both		done
down	brown	who	could	buy		draw
find	but	will	every	call		drink
for	came	with	fly	cold		eight
funny	did	yes	from	does		fall
go	do		give	don't		far
help	eat		going	fast		full
here	four		had	first		got
I	get		has	five		grow
in	good		her	found		hold
is	have		him	gave		hot
it	he		his	goes		hurt
jump	into		how	green		if
little	like		just	its		keep
look	must		know	made		kind
make	new		let	many		laugh
me	no		live	off		light
my	now		may	or		long
not	on		of	pull		much
one	our		old	read		myself
play	out		once	right		never
red	please		open	sing		only
run	pretty		over	sit		own
said	ran		put	sleep		pick
see	ride		round	tell		seven
the	saw		some	their		shall*
three	say		stop	these		show
to	she		take	those		six
two	so		thank	upon		small
up	soon		them	us		start
we	that		then	use		ten
where	there		think	very		today
yellow	they		walk	wash		together
you	this		were	which		try
	too		when			warm

* 'shall' has dropped out of use

Source: <http://bogglesworldesl.com/dolch/lists.htm>



Grade Three Reading Toolkit Resource



Sun West

Reading Toolkit

The purpose of the Reading Toolkit is to provide a place to go where you can get an overview and direction of what teaching in grade 1, 2 or 3 might look like, sound like and feel like as you begin your journey at this grade level. The toolkit has been created weaving and incorporating the Pillars of Reading, Saskatchewan Curricular Reading Outcomes and connecting the Saskatchewan Reads document. Please be sure to take a look at the tool kits created for the other grade levels as well.

This is a living document which means new and different pieces may be added along the way. We invite you to spend time investigating the Reading Strategies Wiki also that has many tools that support the main ideas of this document.

Sincerely,

The Reading Toolkit Team

Reading Toolkit Grade 3

For the purposes of this document, we have identified the outcomes that focus directly with the teaching of reading.

Curriculum outcome [CR3.1](#) Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Spreading My Wings) community (e.g., Hand in Hand) social responsibility (e.g., All Together) and make comparison with personal experiences.

Curriculum outcome [CR3.4](#) Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read.

Key resource: [Curriculum](#) pages 12, 13 14 give suggested Major Integrated Resources MIR Teacher guides for the major integrated resources are excellent and will provide lessons in reading, writing, listening speaking viewing representing, phonics, vocabulary and spelling, comprehension.

- Collections
- Literacy Place
- Cornerstones
- Nelson Literacy

What students will need:

- Book bag for transporting reading books to and from school (you could provide this)
- Basic school supplies
- Binder, notebooks or duo tongs (personal preference)
- Reading [folders](#) – see Appendix A

What the teacher needs:

- Curriculum outcome CR3.4 in “I can..” language --- Read and know ELA curriculum CR3.1 and CR3.4 outcomes and indicators
- Daily schedule [sample](#); class schedule [pictures](#) – see Appendix B
- Lesson plan for ELA – use those from MIR teacher guides or see [sample](#) - see **Appendix C**
- Correlation [table](#) of DLRA (levelled text) – see **Appendix D**
- Oral reading competency [checklist](#) for fluency – see **Appendix E**
- Easy Running Record with [DRA rubric](#) – see **Appendix E**
- Grade 3 Reading skills [checklist](#) CR3.4(c) – see **Appendix F**

- Reading comprehension [strategies sheet](#) (correlates with posters) – see **Appendix G**
- Key Language [Cues and Conventions](#) for Grade 3 – see **Appendix H**
- [Grade 3 Dolch Basic Sight Words](#)– see **Appendix I**
- DRA information Brainshark video
<http://www.brainshark.com/sunwestsd/vu?pi=zHWz7eaSBzCfjdZ0&tx=preview>
- phonemic awareness Brainshark created by SW Student Support Consultants CR3.4(c)
<http://www.brainshark.com/sunwestsd/vu?pi=zGxzsbEXFzCdBfz0&intk=66824863>
- Saskatchewan READS full document and website
<https://saskatchewanreads.wordpress.com/>
- [Gradual Release](#) of Responsibility – Instructional Approaches – see Appendix J

What the classroom needs:

- start with a blank classroom – build your teaching tools with the students to post on walls
- mentor texts: collection of books – all genres – for in-class reading
- Word wall - <http://readingstrategiesthatwork.wikispaces.com/Word+Walls+and+PWIM>
- Reading comprehension [strategies sheet](#) (correlates with posters) – see **Appendix G**
- Posters: strategies to construct and confirm meaning (before, during, after) CR3.4(b)
<https://supporting-ela.wikispaces.com/Reading+Strategies+in+ELA>
- Posters: reading strategies anchor charts are teaching tools CR3.4(b)
<https://readingstrategiesthatwork.wikispaces.com/Resources+and+Websites>
- PWIM (optional)
<http://readingstrategiesthatwork.wikispaces.com/Word+Walls+and+PWIM>
- cozy, quiet reading area in the classroom away from general activity – space for 3 or 4 children CR3.4(a)

Planning section: routines and procedures

- Daily schedule [sample](#); class schedule [pictures](#) – see **Appendix B**
- [Beginning of a Grade 3 Reading Program](#) (Kim Johnson, Kenaston School) - **Appendix K**
- Year plan: The [Seven Minute Year Plan](#) – see **Appendix L**
- [ELA topics at a glance](#) (condensed from ELA3 curriculum Pages 12 to 14 by Danielle Jamieson) – see **Appendix M** or <http://supporting-ela.wikispaces.com/Grade+3>
- Anne Davies school year plan with assessment <http://supporting-ela.wikispaces.com/file/view/School%20Year%20Plan%20Anne%20Davies.pdf/552225250/School%20Year%20Plan%20Anne%20Davies.pdf>
- Three terms: schedule each of the five context units for approximately 2 months each.

Home connection: Encourage parents to continue to support their children's reading at home.

Things to keep in mind:

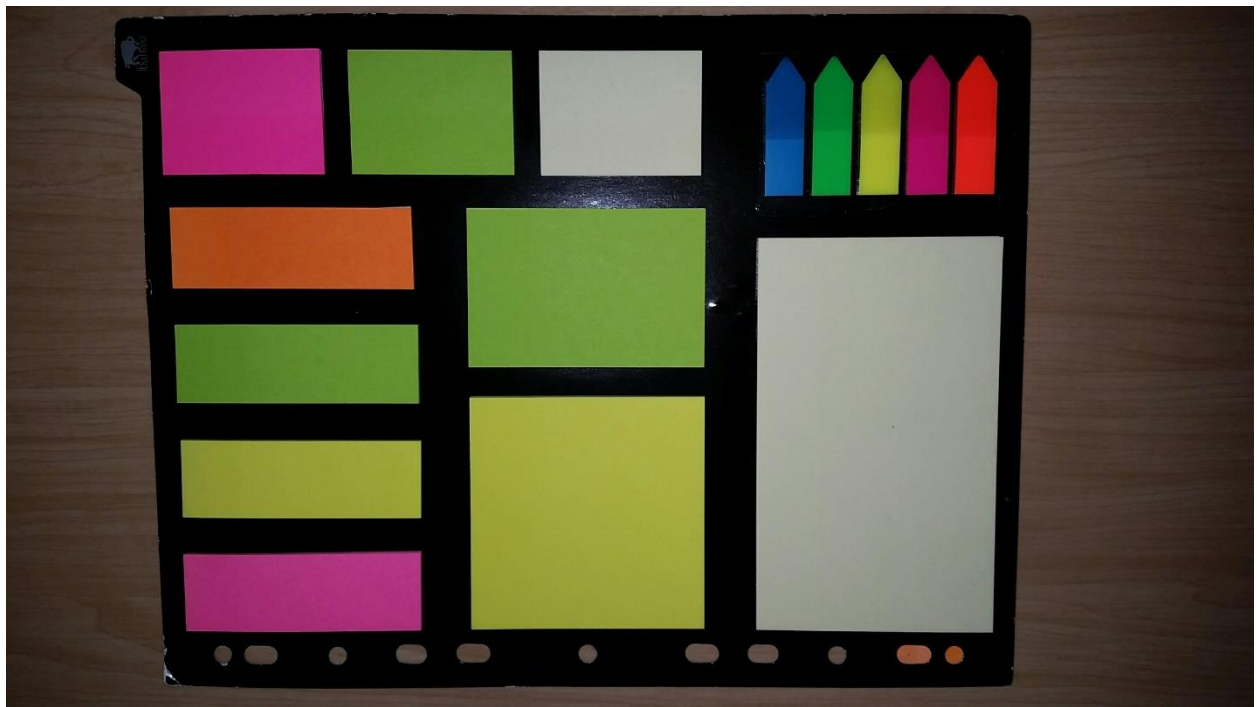
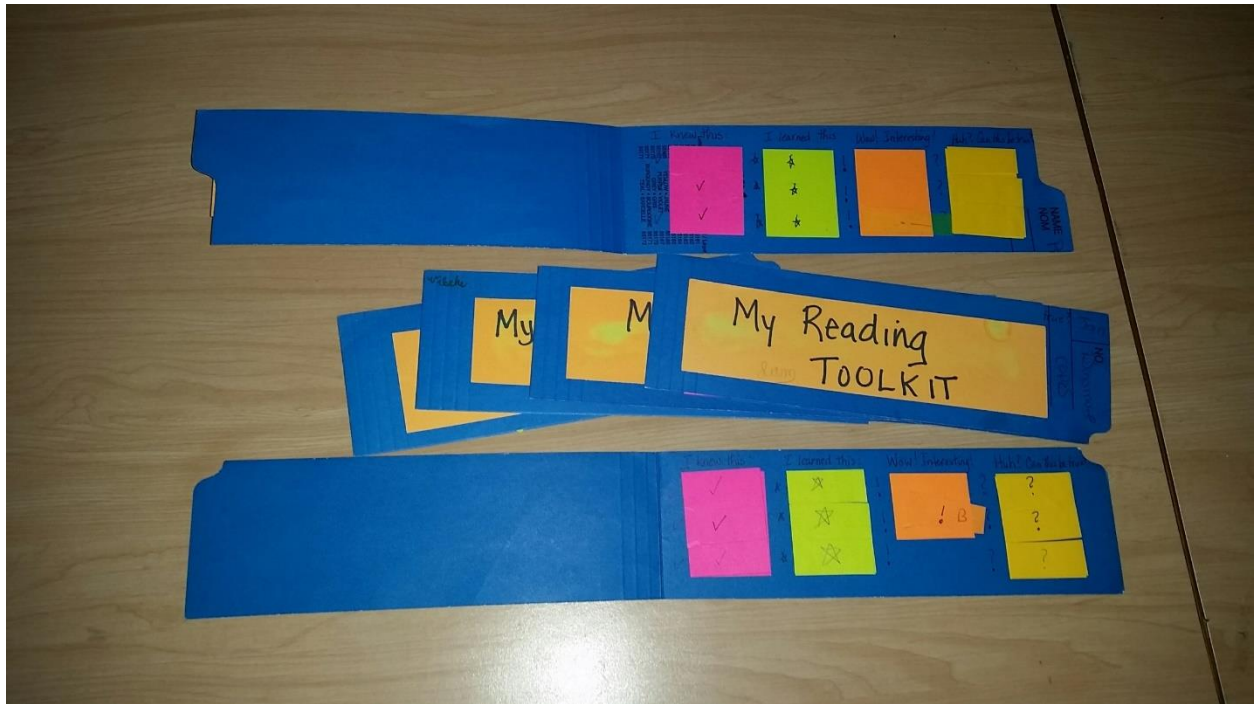
- Pillars of reading need to align – use same words in all areas – reading, spelling, writing, phonics, listening, speaking; don't start all over next week; build on what was learned previous week – scaffold
- Phonological awareness Brainshark created by Sun West Student Support Consultants <http://www.brainshark.com/sunwestsd/vu?pi=zGxzbEXFzCdBfz0&intk=66824863>
- Fluency fluency (80-110 wcpm orally; 120-170 silently), how to develop; DRA informal running record sheet; correlation sheets
- Comprehension - various activities; use comprehension strategies (visualizing, inferring, more) ; Vocabulary, spelling , writing) - based on current text selection ; [PWIM](#); word wall; connect to writing and other subject areas; all part of comprehension
- Phonics word/letter sounds – see reading [checklist](#) – see **Appendix F**
- Assessment fluency and comprehension – quick running record

Good resources:

- Reading strategies wiki – contains many resources
<http://readingstrategiesthatwork.wikispaces.com/Putting+the+Pieces+Together>
- Sun West ELA 3 wiki <http://supporting-ela.wikispaces.com/Grade+3>
- Independent Reading: Inside the Box by Lisa Donohue (Pembroke)
- Saskatchewan READS full document and website
<https://saskatchewanreads.wordpress.com/>
- Reading with Meaning by Debbie Miller (Stenhouse Publishers) and website

Appendix A

Reading folders



Appendix B – Daily Schedule Sample

Date: _____

Day: _____

Day Plan

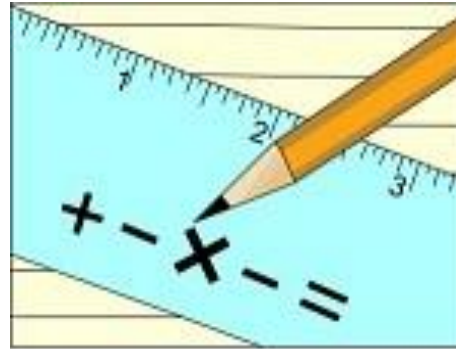
Gr. 3 Rm. _____

Teacher Name _____ Memos _____

Time	Subject	Plan
9:00	Opening	O Canada Attendance Daily Schedule
9:10	Journal Cursive	Or Morning message (based on daily reading/writing focus)
9:20	Math	
9:40	Math	Body break
10:00	Gym	
10:25	Snack	Nutritious snack (health outcome)
10:30	Recess	
10:45	DEAR	Drop Everything and Read
11:00	ELA	Balanced reading program (Daily Five) Modelled reading “I do it”; Shared reading “We do it” Scaffolded/Guided reading “We do it together” Body break
11:40	ELA	Writing, listening, speaking, viewing, representing – infused in all subject areas
11:55	Noon	
12:55	In Motion	
1:10	Read Aloud	Novel; story; read for enjoyment
1:25	Social Science Arts Ed	Possibly project-based, interdisciplinary
2:00	Health Arts Ed	Body break
2:30	Recess	
2:45	Journal	2 sentences – use special pencils or other things to make this more “fun”

3:00	ELA or other as needed	Independent Reading “You do it”, conferencing; other work
3:25/30	Bus dismissal	

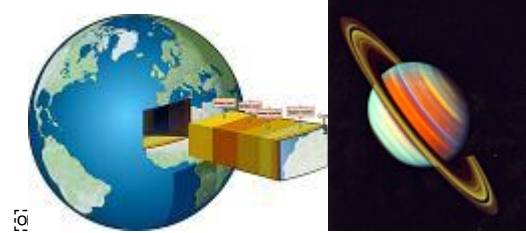
Math



O Canada



Science



http://classroomclipart.com/cgi-bin/kids/imageFolio.cgi?action=view&link=Space/Planets&image=vg2_p23880c.jpg&img=&tt=

Reading



Social



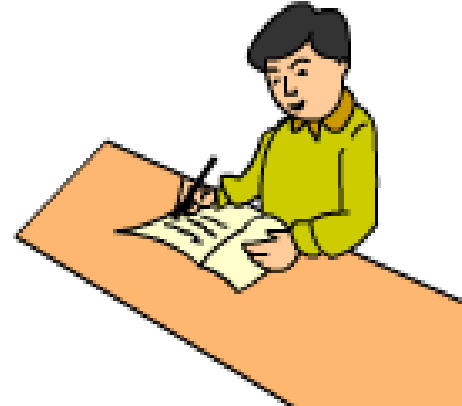
Arts Ed



Health



Reading Cursive



Gym



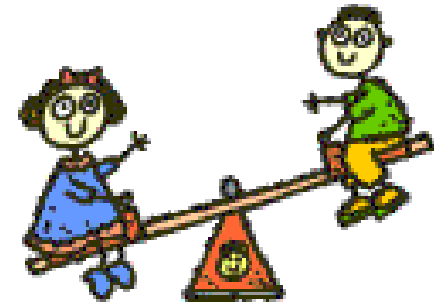
Journal



Computers



Recess



Recess



E.L.A.



Journal Lunch



Snack



Home time




Appendix C – Sample Lesson Plan from Collections Grade 3 (MIR)

Collections sample lesson

Below you will find the first page of a sample lesson that has been taken from a Collections Grade 3 Anthology (one of the MIRs – Major Integrated Resource).

If you double click on sample lesson page, this will allow you to view and/or print the entire 4 pages of each lesson.

Please Note: when you click on the images a word document with the lesson will open. Depending on your computer, in order to view it correctly, you may have to go to the Layouts tab. Choose “landscape” under orientation and 11x17 under “size”.



Jonathan Cleaned Up— Then He Heard A Sound

In this humorous picture book story, Robert Munsch tells how a boy manages to get a subway station moved that suddenly appeared in his family's apartment.

Learning Choices

LINK TO EXPERIENCE

Talk about subways.
Gather humorous stories.

READ AND RESPOND TO TEXT

READING SKILLS
• make and confirm conclusions
• respond to humour in literary texts
• ask questions to clarify information and develop new understanding

REVISIT THE TEXT

REVISIT
• make and confirm conclusions
• respond to humour in literary texts
• ask questions to clarify information and develop new understanding

LANGUAGE DEVELOPMENT

Language development: spelling
• consonants, irregular spellings

LINK TO CURRICULUM

LANGUAGE ARTS
Write a fiction piece
Have a role

THE ARTS
Illustrate a story

SCIENCE
Conduct a personal inquiry

SOCIAL STUDIES
Design a subway station

Key Learning Outcomes

Children will

- make and confirm conclusions (Reading Focus, p. 71)
- respond to humour in literary texts (Reading Mini Lesson, p. 72)
- ask questions to clarify information and develop new understanding (Writing Mini Lesson, p. 73)
- select and use appropriate volume, expression, and non-verbal cues in presentations (Listening/Speaking Mini Lesson, p. 74)


LINK TO EXPERIENCE

Tell About Subways

Invite the children to share what they know about subways—where they're located, how they run, how people get on and off, what the stations are like, ... Those who have ridden on a subway can tell about their experiences.

Gather Humorous Stories

Ask each of the children to find a humorous story that they have read or listened to. Have each one write a few sentences on a piece of paper telling why they thought the story was funny and place the paper inside the book. Display the books in the reading corner or classroom library and encourage the children to borrow one or more of the books, read them, and add their comments to the paper.



KITOTO THE MIGHTY

ANTHOLOGY PAGE 134

Summary

In this folk tale, Kitoto, a tiny mouse on the African Savannah asks the river to protect him from a marauding hawk. The river tells him that the sun is more powerful and sends him on. The sun passes him on to the wind; the wind to the mountain—each in awe of another force. And the mighty mountain? It fears whoever is tunnelling away at its foot.

Author Profile

To find out more about Tololwa M. Mollel, see Anthology 3a, page 148.

O U T C O M E S	
Cornerstones Activities	Western Provinces Curriculum Outcomes
<input type="checkbox"/> Reflecting on the Title <input type="checkbox"/> Understanding the Story <input type="checkbox"/> Reviewing Pronunciation <input type="checkbox"/> Kitoto and Here <input checked="" type="checkbox"/> Find Out More About... <input checked="" type="checkbox"/> Reader's Theatre <input type="checkbox"/> Reading with Expression <input type="checkbox"/> Famous Mice <input type="checkbox"/> Write a Story <input type="checkbox"/> Design a Maze <input type="checkbox"/> Meet the Author <input type="checkbox"/> Invent a Gadget	Students will be able to... 1.1 Consider others' observations 4.1 Arrange ideas in visual texts 2.1 Use reading cues 3.2 Record personal knowledge 3.1 Identify information needs 5.1 Co-operate in small groups 4.4 Use appropriate volume and expression 3.1 Contribute knowledge of a topic 4.1 Use a variety of forms 2.3 Create original texts 2.2 Respond critically to texts 1.2 Arrange ideas in more than one way

122 CORNERSTONES 3a

Appendix D

Correlation Table of Diagnostic Levelled Reading Assessments in Use in Saskatchewan

	APPROXIMATE Text Level Correlation Table- English					
Benchmarks for Grade 1 – Grade 3 Saskatchewan students (English), based on ELA curricula	Fountas and Pinnell	Reading Recovery Levels	Developmental Reading Assessment	PM Benchmark Assessment	Northern Lights SD #113	Regina Public SD # 4 ORR Assessment
	Levels	Levels	Levels	Levels	Levels	Levels
	A	A,B,1	A-1	1	1, 2, 3	1
	A	1	A-1	1	1, 2, 3	2
	B	2	2	2	4	3
	C	3-4	3-4	3-4	5	4
	D	5-6	6	5-6	6, 7	5
	E	7-8	8	7-8	8, 9	6
	F	9-10	10	9-10	10	7
End of Gr. 1	G	11-12	12	11-12	11	8
	H	13-14	14	13-14	12, 13	9,10
	I	15-16	16	15-16	14	12
	J	17-18	18	17-18	15	14
	K	19-20	20	19-20	15, 16	16
End of Gr. 2	L	20	24	21	16	18
	M	20	28	22	17, 19	20
	N	20	30	23	19,21	
End of Gr. 3	O	22	34	24	21	
	P	22	38	25	22	
	Q	24	38	26	22	
	R	24	40	27	22	
	S	26	44	28	23	
	T	27	44	29	23	
	U	28	44	30	23	
	V	28	50		23, 24	
	W	27	50		24	
	X	30	60		25, 26, 27	
	Y	28	60		25, 26, 27	
	Z	32,34	70		25, 26, 27	

APPROXIMATE Text Level Conversion/Comparison Table. Rigby Education, Scholastics Weaver, B. M. (2000). Levelling Books k-6: Matching Readers to Test. Newark, DE: International reading Association (Fountas & Pinnell, Reading Recovery, DRA)

<http://sw031.k12.sd.us/readinglevels.htm> (PM Benchmark Assessment Kit)

Appendix E

ORAL READING COMPETENCY CHECKLIST

Date: _____ Name: _____

Selection: _____

Reading Level: _____

Oral Reading	Always	Usually	Sometimes	Seldom	Never
Reads grade appropriate vocabulary without prompting					
Uses correct pronunciation					
Uses various strategies to identify unfamiliar words					
Monitors and corrects miscues without help					
Uses appropriate pacing/ flow					
Uses appropriate phrasing –attends to punctuation					
Uses visual tracking instead of finger tracking					
Uses appropriate expression to suit story					
Modulates voice to suit story					
Controls volume to suit story					

Observations: _____

Reading Strategies used by the Student:

- | | |
|---|------------------------------------|
| __1. Chunking (little words in big words) | __5. Sounds out words |
| __2. Asks for help | __6. Skips word /reads on /rereads |
| __3. Goes back to find word elsewhere | __7. Goes back to beg of sentence |
| __4. Thinks of another word that is similar | __8. Other: _____ |

Reading Accuracy Rate

$\frac{\text{Words read correctly}}{\text{Total number of word}} = \frac{\quad}{\quad} = \quad\% \text{ (Independent / Instructional / Frustrational)}$

Appendix E – Easy Running Record with DRA Rubric

Name: _____ Grade: _____ Date: ____/____/____

Title: _____ F&P Level: _____

Accuracy	
Use / or miscue symbols to show accuracy of reading.	

Total Words Read _____ - Total Errors _____ divided by Total Words _____ X100=

_____ % Accuracy (Circle Level) *Independent Level:* (95-100%) Try Higher Level

Instructional Level: (90-94%) Level used for Guided Reading Groups

Frustration Level: (89% and below) Try lower level text

COMPREHENSION (Primary DRA)

Levels

D and higher

Very Little Comprehension 6 7 8 9	Some Comprehension 10 11 12 13 14 15	Active Comprehension 16 17 18 19 20 21	Very Good Comprehension 22 23 24
1 Tells 1 or 2 events or key facts	2 Tells some of the events or key facts	3 Tells many events in sequence and/or tells many key facts	4 Tells most events in sequence or tells most key facts
1 Includes few or no important details from text	2 Includes some important details from text	3 Includes many important details from text	4 Includes most important details and key language and vocabulary from text
1 Refers to 1 or 2 characters or topics using pronouns (he she it)	2 Refers to 1 or 2 characters by generic name (girl, boy, dog)	3 Refers to many characters by name in text (Dick, Jane, Spot)	4 Refers to all characters by their specific name
1 Responds with incorrect information	2 Responds with some misinterpretation	3 Responds with literal interpretation	4 Responds with interpretation that reflects higher order thinking
1 Provides limited or no response to teacher questions	2 Provides some response to teacher questions or prompts	3 Provides adequate response to teacher questions or prompts	4 Provides insightful response to teacher questions or prompts
1 Requires many questions or prompts	2 Requires 4 or 5 questions or prompts	3 Requires 2 or 3 questions or prompts	4 Requires 1 or no questions or prompts

Fluency (based on Primary DRA)

Student Reads:

<input type="checkbox"/> Word by word	<input type="checkbox"/> Longer phrases most of the time. Adequate rate
<input type="checkbox"/> In short phrases at a time	<input type="checkbox"/> In longer phrases; appropriate rate
<input type="checkbox"/> In short phrases most of the time	
<input type="checkbox"/> In longer phrases at times - inconsistent	

Teaching Objectives Needed in Future Guided Reading Groups:

Appendix F

Grade Three Reading Skills Checklist

Checklist:

	<ul style="list-style-type: none"> read 500+ sight words - Dolch, High Frequency words
	<ul style="list-style-type: none"> pre-reading (book handling, book walks discussing cover/back etc.) skills and phonemic awareness skills (see SWSD webinar on Phonemic Awareness))
	<ul style="list-style-type: none"> rapid automaticity of CVC blend words (cat, pin, sit...)
	<ul style="list-style-type: none"> read irregular plurals (child, children; foot, feet)
	<ul style="list-style-type: none"> add(s, es)and change y to i(es) & f (v) to make & read plurals (scarf/scarves, fly/flies),
	<ul style="list-style-type: none"> Base words and endings – ed, -ing, -er (with spelling changes: double final consonant, drop final <i>e</i>, y to <i>i</i>) Examples: bigger/biggest, hoped/hoping, cried/crying)
	<ul style="list-style-type: none"> recognize/read long vowel CVCe words (cake, bike)
	<ul style="list-style-type: none"> Related words - use what is known about words to read new words (but/butter; in/spin; and/candy, before/begin, sign/signal, nature/natural)
	<ul style="list-style-type: none"> read double vowel patterns (examples: <i>moon, green, tooth, cook</i>)
	<ul style="list-style-type: none"> recognize/read R controlled vowels (examples: /er/:<i>ir, er, ur, ear, or</i> –third, verb, Thursday,early, world)
	<ul style="list-style-type: none"> read compound words (examples: playground, butterfly)
	<ul style="list-style-type: none"> read/recognize beginning/ending consonant digraphs (examples: <i>sh, th, wh, ph, ch, tch, ng, ch, sh</i>), consonant clusters (<i>crash, shape...</i>)
	<ul style="list-style-type: none"> read/recognize vowel digraphs (examples: <i>ee, ea, ai, ay, oa, ow</i>)
	<ul style="list-style-type: none"> read contractions with <i>am/is/not/are/will/have</i>
	<ul style="list-style-type: none"> read words with double consonant letters in middle (examples: <i>middle, little</i>)
	<ul style="list-style-type: none"> read/recognize prefixes/suffixes (prefixes: <i>un-, re-, mis-, dis-</i>) (suffixes: <i>-y, -ish, -hood, -ment</i>)
	<ul style="list-style-type: none"> read/understand homophones (examples: <i>nose/knowns, our/hour, ate/eight...</i>)
	<ul style="list-style-type: none"> read/recognize words with silent consonants (examples: <i>wr, kn, st, mb, gn</i> – <i>write, knight, listen, thumb, gnaw</i>)
	<ul style="list-style-type: none"> read multi-syllable words – using word parts example: <i>prefix + base + word + suffix</i> (sandwich, computer, refilled, disagreement...)
	<ul style="list-style-type: none"> read more complex phonograms (<i>sleigh, large, brunch, plough</i>)
	<ul style="list-style-type: none"> read comparatives (<i>er, est</i> - shorter, shortest)
	<ul style="list-style-type: none"> read homographs with understanding (<i>train; wind</i>)

Reading Comprehension Strategies

<p>Make Connections</p> <p>What connections do I make as I read?</p> <p>Good readers notice pieces of text that relate to or remind them of:</p> <ul style="list-style-type: none"> • Their lives, past experiences, and prior knowledge • Other books, articles, movies, songs, or pieces of writing • Events, people, or issues <p>Tips:</p> <ul style="list-style-type: none"> • That reminds me of... • This made me think of... • I read another book that... • This is different from... • I remember when... 	<p>Visualize</p> <p>Good readers create pictures in their minds while they read.</p> <p>While reading, note places where you get a clear picture in your mind that helps you understand the text:</p> <ul style="list-style-type: none"> • I can picture... • I can see the... • I can visualize... • The movie in my head shows... <p>Use your senses to connect the characters, events, and ideas to clarify the picture in your head.</p> <ul style="list-style-type: none"> • I can taste/hear/smell the... • I can feel the... 	<p>Ask Questions</p> <p>Good readers ask questions before, during, and after reading to better understand the author and the meaning of the text.</p> <p>Ask questions of the author, yourself, and the text:</p> <ul style="list-style-type: none"> • What is the author trying to say? • What is the message of this piece? • Do I know something about this topic? • What do I think I will learn from this text? • How could this be explained to someone else? • What predictions do I have about this reading?
<p>Infer</p> <p>How do I read between the lines?</p> <p>When the answers are “right there,” good readers draw conclusions based on background knowledge and clues in the text.</p> <p>Ask yourself:</p> <ul style="list-style-type: none"> • I wonder why... • I wonder how... • I wonder if... <p>Find information from the text that might be clues to the answers and use these with your background knowledge for possible answers.</p>	<p>Determine Importance</p> <p>What’s the big idea?</p> <p>So what?</p> <p>Good readers look for things that help them identify big ideas and why they are important.</p> <p>Look at text features for clues:</p> <ul style="list-style-type: none"> • Titles and headings • Bold print • Pictures and captions • Graphs and charts • Chapter objectives and questions <p>Tips:</p> <ul style="list-style-type: none"> • The big idea is... • Most important information is... • So far I’ve learned... • The author is saying... • This idea is similar to... 	<p>Synthesize</p> <p>How do I use what I’ve read to create my own ideas?</p> <p>Good readers combine new information from their reading with existing knowledge in order to form new ideas or interpretations.</p> <p>Synthesis is creating a single understanding from a variety of sources.</p> <p>Tips:</p> <ul style="list-style-type: none"> • Compare and contrast what I’m reading with what I already know or other sources of information. • Think of new ways to use this information. • Can connections I make across this text help me to create new generalizations or new perspectives?

Poster link <https://readingstrategiesthatwork.wikispaces.com/Resources+and+Websites>

Adapted from the work of Beal, Keene, and Tovani
www.scholastic.com

Comprehend and Respond

Key Language Cues and Conventions for Grade 3

When viewing, listening, or reading, Grade 3 students:

Pragmatic Cues – Choosing what and how to communicate	<ul style="list-style-type: none"> I can state a reason that the text may have been created.
Textual Cues – The form or structure and elements of text	<ul style="list-style-type: none"> I can recognize different text forms, including: <ul style="list-style-type: none"> poems stories video legend fable informational text play I can recognize some of their elements and organization, such as: <ul style="list-style-type: none"> goal/problem/solution description sequence comparison cause and effect I can identify conventions of texts: <ul style="list-style-type: none"> chapter and titles tables of contents glossary
Syntactic Cues – Sentence structure, combining words to form phrases, and both the classes & functions of words (eg. verbs/subjects)	<ul style="list-style-type: none"> I can find the meaning of a sentence by studying word order <ul style="list-style-type: none"> subject-verb relationship noun-pronoun relationship I can recognize how different types of end punctuation affect meaning (? ! , .)
Semantic/Lexical/ Morphological - Words or vocabulary	<ul style="list-style-type: none"> I can use different strategies to find the meanings of words: <ul style="list-style-type: none"> context syllables word families sounds of words dictionary I can use prefixes (un, re) I can use suffixes (ed, ing, er, est, ful) I can recognize a play on words (idioms)
Phonological/Graphonic Relationships between the symbols and sound of a language (eg. letter or sound relationships and patterns)	<ul style="list-style-type: none"> I can use phonics to sound out new words I can use: <ul style="list-style-type: none"> r-controlled vowels in words contractions prefixes irregular plurals (f to v, y to i) - easy multi-syllabic words I can recognize: <ul style="list-style-type: none"> silent consonants compound words consonant digraphs
Other Cues and Conventions – Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.	<ul style="list-style-type: none"> I can recognize features of different texts such as: <ul style="list-style-type: none"> Bold type Colours Music Sound effects

CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional, visual, oral, written, and multimedia) that address IDENTITY, COMMUNITY, SOCIAL RESPONSIBILITY AND MAKE COMPARISON WITH PERSONAL EXPERIENCES.

CR3.2 View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.

CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.

CR3.4 Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Metis) and countries (including Canada) and explain reactions and connections to texts read.





Appendix I

Grade Three Dolch Basic Sight Words

about	kind
better	laugh
bring	light
carry	long
clean	much
cut	myself
done	never
draw	only
drink	own
eight	pick
fall	seven
far	shall
full	start
got	
grow	ten
hold	today
hot	together
hurt	try
if	warm
keep	

Appendix J

Gradual release of responsibility

Gradual Release of Responsibility - Instructional Approaches			
Approach	Purpose	Teacher's Role	Student's Role
Modelled Reading <i>Teacher to Students</i> <i>"I do it"</i> 	<p>The teacher explicitly demonstrates important cognitive strategies for comprehending and responding.</p>	<ul style="list-style-type: none"> - Communicates clear instructional goal based on curriculum expectations - Plans and identifies: <ul style="list-style-type: none"> • appropriate texts (which may be above student independent level) based on purpose • brief, focused lesson for whole-class • where explicit instruction will occur within the selected text • before, during and after strategies • intentional reading language - During reading, pause and explain what is going on in teacher's head as a reader (think aloud) to model what proficient readers do (comprehension, engaged reading, fluency) 	<ul style="list-style-type: none"> - Understands purpose for listening - Actively listens and observes the modelled reading - Actively listens and observes the teacher reflecting as a reader
Shared Reading <i>Teacher with Students</i> <i>"We do it"</i> 	<p>The teacher invites students to share in the demonstration of comprehending and responding cognitive strategies. It is this participation that helps develop confidence in the development of new and previously taught skills.</p>	<ul style="list-style-type: none"> - Communicates clear instructional goal based on curriculum expectations - Plans and provides opportunities for: <ul style="list-style-type: none"> • selecting, revisiting or creating appropriate texts visible to all (which may be at students' instructional level) based on purpose • reading aloud together in a risk free environment • interacting with text • practicing the behaviours to achieve the three goals of proficient readers (comprehension, engaged reading, fluency) - Reinforces and continues to demonstrate reading language - Uses ongoing formative assessment to guide instruction 	<ul style="list-style-type: none"> - Understands purpose of reading - Participates by: <ul style="list-style-type: none"> • taking risks • practising what proficient readers do (comprehension, engaged reading, fluency) • engaging in meaningful conversations with partners, small groups, whole class
Scaffolded/Guided Reading <i>Students with Teacher</i> <i>"We do it together"</i> 	<p>The teacher scaffolds a student's learning by building on strengths and needs, reinforcing previously taught strategies and providing feedback to move each student towards independence.</p>	<ul style="list-style-type: none"> - Determines instructional goal based on observed student's needs and curriculum expectations - Plans and provides opportunities for: <ul style="list-style-type: none"> • individual copies of text at student's instructional level • flexible and varied groupings as needed (individual or small group) • timely and specific scaffolding for students to practise what proficient readers do (comprehension, engaged reading, fluency) • gathering individual assessment data • immediate descriptive feedback - Student(s) with teacher sets reading goals 	<ul style="list-style-type: none"> - Understands purpose of and is involved in co-constructing individual goals - With support, practises the behaviours to achieve the three goals of proficient readers (comprehension, engaged reading, fluency) by: <ul style="list-style-type: none"> • practising and consolidating strategies to create meaning of text • participating in conversations about the text by sharing thinking processes (metacognition) - Students are guided in reading and re-reading texts at their own rate
Independent Reading <i>Student</i> <i>"You do it"</i> 	<p>Students read independently to achieve the three goals of proficient reading (comprehension, engaged reading, fluency) using appropriate, "just right", self-selected texts.</p>	<ul style="list-style-type: none"> - Determines which students to confer with based on formative assessment - When conferring with a student, plan and provide opportunities for: <ul style="list-style-type: none"> • supporting a student with self-selection of appropriate and "just right" texts • conversing with individual student on what proficient readers do (comprehension, engaged reading, fluency) • discussing progress and goals with student • gathering evidence from observations and conferences - Daily blocks of extended time for independent reading 	<ul style="list-style-type: none"> - Identifies his/her purpose for reading (enjoyment, information, etc.) - Self-selects and reads appropriate and "just right" texts - Independent reading may include: <ul style="list-style-type: none"> • building stamina, comprehension, fluency • monitoring comprehension • choosing appropriate before, during, after reading strategies • engaging in reading conversations with peers and/or teacher • planning for future reading • responding to reading • setting goals for reading in collaboration with the teacher and reflecting on progress
As teachers gain confidence with the instructional approaches, teachers will find these are not sequential but recursive. The gradual release of responsibility model is not prescribed or scripted and allows for teachers to use on-going assessments to make instructional decisions.			

Appendix L

The Seven-Minute Year Plan

Context	Unit Title	Unit Type	Major Integrated Resource (MIR)
Personal and Philosophical			
Social, Cultural, & Historical			
Imaginative & Literary			
Communicative			
Environmental & Technological			

Using the information found in your curriculum, take seven minutes to sketch out a year plan. As you read those pages, be sure to:

- Attend to the recommended number and types of units
- Refer to Table 4 which provides more detail including the focus of a unit (eg. Personal, social studies, science, genre study, etc.) and the suggested MIRs
- Refer to Table 11 near the end of the curriculum for connections to other areas of study

The pages in each curriculum are: ELA 1 pg 8-13; ELA 2 pg 8-13; ELA 3 pg 8-14; ELA 4 pg 8-14; ELA 5 pg 8-14

Appendix M

ELA Topics at a Glance

GRADE	CONTEXTS	POSSIBLE UNITS/THEMES	CURRICULUM CONNECTIONS
1	Personal and Philosophical <ul style="list-style-type: none"> Self-worth Self-image Self-esteem 	<ul style="list-style-type: none"> With a Friend Time to Play All About Me In My World 	<ul style="list-style-type: none"> Health Education Phys.Ed Arts Education
	Social, Cultural and Historical <ul style="list-style-type: none"> Relationships/connections/concern with others, communities and the world 	<ul style="list-style-type: none"> Ways to Go I'm Busy Ride a Rainbow New Friends Families and Homes 	<ul style="list-style-type: none"> Social Studies Arts Education Phys. Ed Health Education
	Imaginative and Literary <ul style="list-style-type: none"> Imaginary worlds and possibilities Literary genre and authors 	<ul style="list-style-type: none"> Once Upon a Time Too Silly Story Telling True Stories Family Stories 	<ul style="list-style-type: none"> Arts Education
	Communicative <ul style="list-style-type: none"> Effective communication and skills needed to interact with others 	<ul style="list-style-type: none"> One in the Sun Up the Hill It Looks Like Where Do words Go? Signs and Symbols 	<ul style="list-style-type: none"> Arts Education Social Studies Science Health Education Phys.Ed Mathematics

	Environmental and Technological <ul style="list-style-type: none"> Natural and constructed worlds and role of technology Needs and characteristics of living things Properties of objects and materials Senses Seasonal changes 	<ul style="list-style-type: none"> Out On the Playground Look Around Busy Days Ride a Rainbow Around My Place Under My Hood Daily and Seasonal changes Living things Material and Our Senses 	<ul style="list-style-type: none"> Science Health education Phys. Ed
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GRADE	CONTEXTS	POSSIBLE UNITS/THEMES	CURRICULUM CONNECTIONS
2	Persona: and Philosophical <ul style="list-style-type: none"> Self-worth Self-image Self-esteem 	<ul style="list-style-type: none"> Getting to Know You My Family and Friends Just Watch Me Getting to Know You My Family and Friends 	<ul style="list-style-type: none"> Health education Phys. Ed Arts Ed
	Social, Cultural and Historical <ul style="list-style-type: none"> Relationships/connections/concern with others, communities and the world 	<ul style="list-style-type: none"> Getting There My Country, My world People! Places! All Join In Let the Feast Begin The spirit of Helping and Giving Traditions and Celebrations 	<ul style="list-style-type: none"> Social Studies Arts. Ed Phys. Ed Health
	Imaginative and Literary <ul style="list-style-type: none"> Imaginary worlds and possibilities Literary genre and authors 	<ul style="list-style-type: none"> Animal Tales Celebrating Reading Tales Near and Far Round and round Just Watch me! If I Were... Fables 	<ul style="list-style-type: none"> Arts Ed

	Communicative <ul style="list-style-type: none"> Effective communication and skills needed to interact with others 	<ul style="list-style-type: none"> Keep in touch Playing with Words Advertisements for Children TV Ads for Children 	<ul style="list-style-type: none"> Arts Ed Social Studies Science Health Phys.Ed Math
	Environmental and Technological <ul style="list-style-type: none"> Natural and constructed worlds and role of technology Needs and characteristics of living things Properties of objects and materials Senses Seasonal changes 	<ul style="list-style-type: none"> Wind and Water Feel the Power Amazing Animals Animal Growth and Changes Liquids and solids Position and Motion 	<ul style="list-style-type: none"> Science Health Phys.Ed
GRADE	CONTEXTS	POSSIBLE UNITS/THEMES	CURRICULUM CONNECTIONS
3	Persona: and Philosophical <ul style="list-style-type: none"> Self-worth Self-image Self-esteem 	<ul style="list-style-type: none"> All About Me All Together Keepsakes and Treasures Spreading My wings My Story Making Choices My Responsibilities 	<ul style="list-style-type: none"> Health education Phys. Ed Arts Ed
	Social, Cultural and Historical <ul style="list-style-type: none"> Relationships/connections/concern with others, communities and the world 	<ul style="list-style-type: none"> Kids Canada Beginnings Hand in Hand Carving New Frontiers Early settlers Urban and rural Communities Communities Around the World Helping Others 	<ul style="list-style-type: none"> Social Studies Arts Ed Phys.Ed Health

		<ul style="list-style-type: none"> • My Responsibilities • Beginnings • Special People 	
	Imaginative and Literary <ul style="list-style-type: none"> • Imaginary worlds and possibilities • Literary genre and authors 	<ul style="list-style-type: none"> • Just Stories • Tales-Princess, Peas, and Enchanted Trees • Just the facts • Good Books, Good Times! • Silly stories • Tales from Other Times • Stories from Around the World 	<ul style="list-style-type: none"> • Arts Ed
	Communicative <ul style="list-style-type: none"> • Effective communication and skills needed to interact with others 	<ul style="list-style-type: none"> • Keepsakes and treasures • Language to Explore, Express and Reflect • Media Mix • Good Books, Good Times! • Poems, Stories and Folktales • Magazines for Children 	<ul style="list-style-type: none"> • Arts Ed • Social Studies • Science • Health • Phys.Ed • Math
	Environmental and Technological <ul style="list-style-type: none"> • Natural and constructed worlds and role of technology • Needs and characteristics of living things • Properties of objects and materials • Senses • Seasonal changes 	<ul style="list-style-type: none"> • It's Alive • Energy Science • Look and discover • Engineer it • Beneath the Surface • Super Senses • Plants • Forces Causing Movement • Plant Growth and changes • Exploring soils • Materials and Structures 	<ul style="list-style-type: none"> • Science • Health • Phys.Ed

GRADE	CONTEXTS	POSSIBLE UNITS/THEMES	CURRICULUM CONNECTIONS
4	Persona: and Philosophical <ul style="list-style-type: none"> • Self-worth • Self-image • Self-esteem 	<ul style="list-style-type: none"> • My Friends and I • Home Again • And Who are You? • Within My Circle • Courage • Expressing Yourself • Celebrating and Honouring Others 	<ul style="list-style-type: none"> • Health education • Phys. Ed • Arts Ed
	Social, Cultural and Historical <ul style="list-style-type: none"> • Relationships/connection s/concern with others, communities and the world 	<ul style="list-style-type: none"> • Explore! • Times to Share • Building Community • First Peoples • Canada's Regions • First Contact • Getting along • Traditions of Others 	<ul style="list-style-type: none"> • Social Studies • Arts. Ed • Phys.Ed • Health
	Imaginative and Literary <ul style="list-style-type: none"> • Imaginary worlds and possibilities • Literary genre and authors 	<ul style="list-style-type: none"> • A World of Tales • Poetry for You • Stories Well told • Tales- Tall, True, Old and New • What a Story! • Legends • Adventure • Author Study • Make Me Laugh • Our Saskatchewan Stories 	<ul style="list-style-type: none"> • Arts Ed
	Communicative <ul style="list-style-type: none"> • Effective communication and skills needed to interact with others 	<ul style="list-style-type: none"> • Media Close-Up • On with the Show • Ad Smart • Media Moments 	<ul style="list-style-type: none"> • Arts Ed • Social Studies • Science • Health • Phys.Ed • Math
	Environmental and Technological <ul style="list-style-type: none"> • Natural and constructed worlds and role of technology • Needs and characteristics of living things • Properties of objects and materials • Senses 	<ul style="list-style-type: none"> • Animals and Us • Up in the Sky • How it Works • Fur, Feathers, Scales, Skin • Healthy Living • Light • Sound • Weather • Preserving habitat 	<ul style="list-style-type: none"> • Science • Health • Phys.Ed

	<ul style="list-style-type: none"> • Seasonal changes 	<ul style="list-style-type: none"> • Rocks, minerals, and Erosion 	
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Appendix K

An Example of a First Week in a Grade 3 Reading Program



All pictures are from Bing free clipart

Preface:

When asked to write a first week plan for a Grade 3 reading classroom it sounded very straightforward. Yet, when I started it felt like I was asked to describe the tiny tip of a very huge iceberg! In the first week of school, I would begin to lay the groundwork of a whole year's instruction but the bulk of the instruction follows in the instructional year. As you work to develop your first week in your Grade 3 classroom, the activities you choose to do are going to be individual to you and your students. However, they will form the groundwork of your program: a program what will begin to shift your Grade 3 students from learning to read to becoming readers who learn to think about their reading (metacognition).

In the early literacy programs there is an emphasis on decoding, phonemic awareness, spelling, vocabulary, and fluency. Of course, comprehension is still taught and reinforced. In grade 3, the text is more complex and students usually have their basic reading skills established. So there is a shift in grade 3 reading instruction to more thinking, comprehension, constructing meaning, and metacognition skills. Yes, the first set of skills is still taught but more time and instruction is spent on those "thinking about reading" skills. In the first week of school, the teacher will begin to lay the groundwork of that shift as models are provided.

Over the course of the first month, you will teach the routines, procedures, and skills that your students will need to be active learners in your reading classroom. Here are a few activities that I have done in my first week of school but remember this is a tiny snap shot of whole year and it will evolve differently for each one of us as our students all have unique learning characteristics and needs. All the best!

Kim Johnson
Kenaston School

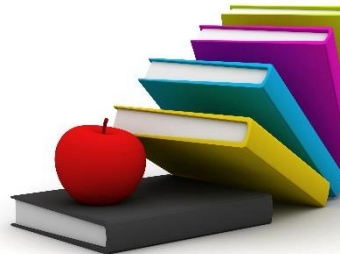


Prior to the First Week:

There are many activities that can be completed prior to school starting. Here is a quick list of items to consider and adjust to your situation.

- devise a year plan outline of 5 units of ELA units (I usually include 1 novel study within one of the units). Also I usually incorporate cross curricular components (It's Alive with Plants and Plant Growth in Science). Your curriculum guide is your resource for ideas and a list of ELA contexts to include.
- find out what resources that your school has to support your reading program (e.g. Our school has Cornerstones for a major integrated resource. We also have Literacy Place Guided Reading books for K-6.)
- establish a classroom library of reading materials including fiction, non-fiction, magazines and at a variety of reading levels
- organize and label your classroom library into bins of similar reading levels (If you are a first year teacher, be creative in economically creating your classroom library- second hand books, asking for friends and relatives to cull their home libraries of children's books, asking other teachers if they could share resources etc...)
- consider your reading program and how your physical environment supports your program (reading corner, tables for guided reading lessons, technology location, centres, etc...)

- collect books to support your first unit from the school library or your local Wheatland library
- consider the reading comprehension strategies of Making Connections, Visualizing, Asking Questions, Inferring, Determining Importance, and Synthesizing and collect resources that will help you teach the strategies. (An excellent resource is Reading Power by Adrienne Gear. This resource even recommends lists of books to use for each of the reading strategies.)



Thinking Ahead to Guided Reading Groups and Instructional Needs Groups

Going through your students' DRA folders is also an important first step. Record information about reading level as well as information about specific needs in the areas of comprehension, fluency and rate, and decoding. The reading levels will help you establish guided reading groups while the skills identification will help you determine small instruction skills groups. Your groups will shift and evolve throughout the year but going through the DRA folders will give you a start in grouping students for reading instruction.

I usually don't start guided reading instruction until the third or fourth week of September. Spending time teaching procedure, routines, and skills on all the elements of your reading program will be essential so that when you are with a small group, the other students in the class are also actively engaged in meaningful reading learning.



Day 1

Amidst of the unpacking of finding desks, school bags, , establishing classroom management routines and the general excitement of THE FIRST DAY, it is likely unrealistic that you are going to be doing much direct reading instruction the first day. However, there are some indirect reading groundwork that can be established with your ELA routines.



1.) ELA Warm-ups- I usually start ELA class or transitions within ELA with warm-ups. The warm-up could be a poem, chant, or song that children can read the words. It could be a listening, reading fluency, or oral language activity. It could focus on strategies like, visualizing, making connections, asking questions, inferring etc... The activities are usually active, engaging, interactive, and involve movement, hence the “warm-up.”

I often begin the first day with a discussion about our identity as a class and how we are all different yet come together as a unit. Over the summer I usually write a poem/chant that uses all students in the class names. We read it several times from a poster and the students also have individual copies in their Poem and Chants duotang. Even for those that struggle as readers, the rhythm and repetition of a chant with all the students’ names is an effective starting place. We read this several times during the first week in our ELA warm-ups. Then, when ready, we usually perform to an audience (principal, other classrooms, etc...) A few examples are provided at the end of this document.

2.) Read to Yourself (DEAR) Norms- Independent Reading

Your students will read to themselves each day in Grade 3 as part of your reading instruction whether you are incorporating Daily 5, DEAR, or part of

any balanced literacy program. Establish the routine that you will be listening to individuals read during this time so need the class to fully understand and “own” the criteria that you establish. I firmly believe that the norms you set in the first week will establish your individual reading for the year, good or bad. I have observed classrooms where some students are expert at doing anything but reading during this time. They spend a great deal of time choosing the book, visiting with others, fiddling with desks, exchanging books, making trips to the water fountain etc.. The first day may be the day to work with your students to develop some norms or criteria that describe what independent reading in grade 3 looks and sounds like. We would develop these together as a class and write them down as a visual.

They might include items like:

- A fiction book, non-fiction book, and magazine needs to be in your Independent Reading Folder before school starts.
- If you need to read “outloud” find a spot away from others.
- Only 5 students in Cozy Corner at a time.

After brainstorming a list of criteria or norms, ask the students if they can group certain ones together. Have your first Read to Yourself time as a class. After, discuss how it went and make any additions or adjustments to your list.

3.) Read-aloud- Modelled Reading

On the first day, choose a book for your Read-a-loud that develops a theme of cooperation and unity for a classroom. During the year make a plan to read picture books, novels, non-fiction, and magazines, and newspapers during your read-aloud. During your read-alouds you will be modeling those metacognition skills that effective readers use and students needs to be taught. You will reinforce strategies using carefully chosen selections. On the first day you may choose a book like *The Name Jar* by Yangsook Choi. The reading strategies focus you could choose maybe Making Connections.

i.) Prepare a jar with little pieces of paper with all the students’ names on them. As you reach into the jar, read out the names and invite them to come sit around you for your first read-a-loud.

- ii.) Show the cover of the book and have the children make connections to how they were called forward for read-aloud.
- iii.) Do some pre-reading strategies like looking at the front and back cover, picture walk or making predictions but try to reinforce making connections.
- iv.) Read the book and do some pause and think-alouds as you move through the book. E.g. *That reminds me of when I moved to a new school in another country and I felt different from everyone else. This made me think of when Andy came to our class from China and he had a Canadian name and a Chinese name.*
- v.) Show some possible Making Connections stems on a chart and invite the students to Turn and Talk to somebody beside them and make a connection to their lives, past experiences, prior knowledge, other books, movies, songs, events, or people.
- vi.) Invite some sharing of connections to the whole group. As they share their connection, the students can slide their name back into the jar and return to their seat. This could be kind of an exit slip.
- vii.) This book could lead into a Health lesson on identity and acceptance or an Arts Lesson designing a unique name artifact using colour and design but this is supposed to be a reading plan so that will be for you to plan!



Day 2

ELA Warm-Up-

Read to Others- Shared Reading



Reread the Class Chant from Day 1 as a class. You may add some actions- ask for students to make suggestions. Reread it several times, as you track along on the poster. Have individual copies for students and then have them go with a partner and “read to another.” Have them take turns reading to their partner while the partner does the actions. Make sure to go over the expectations of your reading to another interactions reinforcing place, helping and supporting your partner respectfully, how on task partner reading looks and sounds. This could be some co-constructed expectations or norms. Establishing and practicing these norms takes a lot time but it will help your reading program run smoothly later in the year.

Read To Yourself- Independent Reading

Have the brainstormed independent reading criteria written up on a chart and posted in the classroom. Review the criteria as a large group. Prepare for read to yourself. Then begin your independent reading time. In my experience, it is important to separate the preparing to read from the reading time so to really capture the most individual reading. As part of morning procedure, students were asked to prepare their Independent Reading Folder with a fiction, non-fiction, and magazine. Sometimes I would say what they had to read, *Today when you read to yourself, you need to read a magazine* while other days they could self-select. On day 2, you could begin to pull students to read to you. This will give students a chance to read to another but allows you to assess students’ strengths and challenges and make notes about instructional reading needs of your students. It also strengthens the other students understanding that it is important for them to self-monitor their individual reading as the teacher is often engaged elsewhere. At the end of the independent reading time, review the criteria and have them give a “fist to five” self- assessment of how they followed the independent reading criteria for the day.

Read-a-Loud- Modeled Reading

It is important for students to hear examples of fluent, expressive, and rate appropriate reading every day. This type of vicarious learning is important. Not only do you model how to read orally, you also model the “thinking” that good readers do as they read. Here you are pausing and “thinking out loud” so students internalize the strategies that good readers practice to understand and make sense of what they are reading. This needs to be taught, it does not just happen for many students.

A possible day 2 read-a-loud may be *Chrysanthemum* by Kevin Henkes. You could focus on the Determining Importance strategy with this book. In determining importance, the students think about the big ideas of the text or the central theme or message. This strategy is very useful when reading non-fiction but can be used to determine non-fiction as well.

- i.) You may want to bring some flowers to class, including a chrysanthemum although pictures would work too. Discuss flowers and favourite flowers. Invite the students to your read-a-loud place, going over expectations of read-a-loud time.
- ii.) Pre-reading may include a looking at the front and back cover of the book, making connections about information there, you could do a picture walk, make predictions, anticipation guide etc...
- iii.) Set the purpose for reading by asking the students to think about what the most important message the author is trying to get across as you read.
- iv.) As you read, pause and think aloud about the importance and non-importance of certain parts of the text. e.g. *I think it is important that she loved her name. It is important that you don't hurt other people's feelings.*
- v.) Break the students into groups of 4 and have them fill in a web. Provide them with a piece of chart paper and markers. In the centre circle, have them put a circle with Important Messages. Have the students discuss and web the important messages from the book, *Chrysanthemum*.
- vi.) Share and reinforce the messages to the large group.
- vii.) Extend the book's themes into other content areas the rest of the day.

Day 3



ELA Warm-up

Maybe it shows my age, but I always do a Mad Lib the first week mainly because grade 3 students think they are so funny. There must be some research out there that supports the connection between fun and increased learning! A mad lib is a template word game where the teacher asks for a list of words to substitute for blanks in a story before actually reading the story. This results in a comical or nonsensical story that can become shared reading fun. The procedure is that you ask students for examples of different words. For example, name of person, describing word, noun, action words, etc... You can have a discussion of examples and encourage them to be as crazy and nonsensical as they can. You can expect to get a lot of bathroom and body noise responses but for grade 3 this is the ultimate humour. Then put the words into a story frame and read it aloud. I usually type into the frame as they tell me the story and then reveal the story on the SMARTboard so we can read it together. At the end of this document, there is an example of a Mad Lib. You could also do one related to your ELA unit. For example, a fairy tale mad lib. If you use a search engine, you can find online versions that you can display digitally.

Independent Reading

Type up the criteria for independent reading that the students came up with last day and copy for each child. You could also laminate the copies and use dry erase pens to reinforce over several days. Review your criteria for Read to Yourself time with the whole class. Tell the class that after Read to Yourself time, they will check off the criteria that they followed on the handout to self-assess their following of the criteria. Have the children read independently. At the conclusion, have them self-assess by using the checklist. Discuss how they did and any goals they have for the next read to yourself reading time. While students are reading, you may want to test individual students on their Dolch Basic Sight Words. I usually only test and track sight words with students who I have determined, from discussing with their previous teacher, who are below grade level. Many grade 3 students already have extensive sight word vocabulary and to spend time testing these students is not a good use of time, for either of you.

Read-a-loud- Modelled Reading

The focus of your Read- a-loud today could involve a book from your first unit as you begin to develop that unit or it could use a book like *The Sandwich Swap* by Rania Al Abdullah. You could focus on the strategy of Inferring today. Discuss that making inferences about what you are reading without it being actually written. It is “reading between the lines.” I usually practice with the students using examples before actually finding examples in a read-aloud. Some examples can be found on the following site.

<http://www.studyzone.org/testprep/ela4/e/drawconclusionsp.cfm>

i.) Bring some hummus and peanut butter (wow butter) to class and talk about students prior experiences with them. Smell them both. Ask the students to describe how they feel about the foods.

ii.) Do some pre-reading activities with the book *The Sandwich Swap*.

iii.) Give the students a purpose of reading ask for them for some examples that they can find of reading between the lines in the book *The Sandwich Swap*.



iv.) Model metacognition as you move through the book.

v.) Have some taste testing of hummus and peanut butter on squares of bread or crackers.

vi.) Extend the themes of acceptance, respect, and cultural diversity into your planning the rest of the day.

Introduce the First Unit

You may want to introduce your first unit during the first week. For example, I have begun the year with a Fractured Fairy Tale Unit. This unit falls into the Imaginative and Literary context of ELA and I do a curriculum connection to Arts. Ed (make puppets, write and perform fairy tale puppet plays, reader's theatre, drama with a fairy tale twist, etc...)

On the day you introduce your theme you may want to display a collection of artifacts having to do with your theme. The artifacts could include books, costumes, props, and real world objects. Let children explore the objects in the display and come up with some ideas about what they will be learning about.

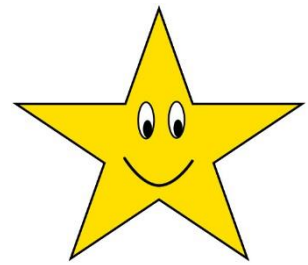
Allow time to interact with the display and make predictions about why each artifact is included.

Discuss the unit and goals of the unit. Read a book from the collection. Have the student respond/react in some way to the possibilities in this unit. This could be a reader's response, picture, stem response, *One thing I am looking forward to in this unit is....*, a question/wonder they have, a hope they have about the unit (*I hope we read The True Story of the 3 Little Pigs*), etc...

Working with Words

During the first week of school, I usually give my students the Brigance Spelling assessment. This provides information about at what level students spell and more importantly, some good data about how students encode words which you can use to help with setting up your Working with Words program as part of your reading program. The Brigance takes a few days to finish with all the students so that is why it is conducted over a series of days and students continue if they get 6/10 words correct. Plan on giving the grade 1 and 2 levels on this day. This is 20 words.





Day 4

ELA Warm-up

During that first week, a mini-lesson on reading fluency is usually completed. After putting up a paragraph (usually related to our first unit) on the SMARTboard, I read it “word for word” which I call robot reading. We try and read it very fast with robot reading. Then I invite the students to read it with me, word by word or by robot reading. We discuss how this sounds.

I then model reading it using appropriate phrasing. We compare how this sounds compared to non-example of robot reading. Reinforce that this has nothing to do with rate, the speed at which we read but rather with fluency which is how smooth we read.

Practice the reading the passage together with phrasing. Then hand out individual copies of the paragraph and have the students go together to buddy read the passage. This could be your buddy reading for the day.

Independent Reading

Review the criteria for independent reading. Have laminated sheets with the criteria in checklist form as well as dry erase markers. Talk to the students about ignoring distractions. Discuss how there is going to be many times that they will be independent reading, while other students are doing other activities, not all of them quiet. Discuss how it will be important to ignore distractions. During this independent reading time, purposefully create some distractions and ask students to purposefully ignore them. I usually have some fun with this and students have fun and take pride ignoring the sounds. This could include a down loaded sound effects, an announcement over the intercom, teacher leaving the room, doors slamming, students being called to reading corner to do jumping jacks etc...

Read-aloud- Modelled Reading

For your Read-aloud today you may want to read a book like *You Are Special* by Max Lucado. You could model the Asking Questions strategy with this read-aloud.

i.) Before you start, put a gold star and grey dot sticker on the students as they come to your established read-aloud place.

ii.) Do pre-reading activities with the book. You may brainstorm some questions the students think may be answered by reading the book. *What do I think this book is about? What do I think I will learn? What predictions do I have about this reading?*

iii.) As you read use pause points to stop and demonstrate metacognition statements that focus on asking questions. *What is Max Lucado the author trying to tell me about what the dots and stars mean? I wonder why Punchinello felt sad? I wonder why they just didn't pull the grey dots off? What is the message of the story? How would I explain this story to someone else?*

iv.) Talk about what are some of the things that we can do to others that make them feel like stars. Talk about self-acceptance and accepting and appreciating others because of their uniqueness and specialness. I often give a copy of the poem, I am Special to the students and they can use an ink pad and put their unique finger prints in a border around the poem.

v.) Extend the theme of our individual uniqueness in the other activities you plan for Day 4.

Introducing the Unit

I usually begin my ELA unit on the fourth day. This will be individual depending on your unit. You may want to incorporate independent reading with books or selections to your unit. You may need to build some prior knowledge about the unit.

Working with Words

Give the next 20 words on the Brigrance Spelling test. After marking this you may have received their grade level which is less than 6/10 on the word lists.



Day 5

ELA Warm-up

Another ELA reading activity may be a reader's theatre that may relate to your first unit. You may have some simple scripts for groups of 4 or 5. Split your students into groups, then demonstrate how to decide parts and highlight individual parts using a highlighter. Have the students practice their scripts. The emphasis should be on the reading, not the props and costumes as they often go on a tangent with these. Ensure their group members can decode all the words in the scripts- you may need to have some small, repetitive parts planned for struggling readers. The students can then perform their Reader's Theatre to the rest of the class.

Independent Reading

I also have students track their reading. On this day I might introduce and teach students how to fill in their reading logs. I would do this with scaffolded support (modeled, supported, independent) as the students internalize this new procedure.

Read-a-loud- Modelled Reading

On the final day of the first week, you could choose the light hearted, humorous selection *The Teacher From the Black Lagoon* by Mike Thaler. This book lends itself well to the comprehension strategy of Visualizing.

i.) Do pre-reading activities with the book. You may read the students the title without showing them the cover. You could ask them to draw a picture of what they think a teacher from the black lagoon would look like. You will probably have to define and discuss what a black lagoon is. Explain to students that good readers make pictures in their mind of what they are reading. It is kind of like their brain is making a TV show of the book in their mind as they read. This reading skill is called visualizing and it is an important strategy to learn.

ii.) As you are reading the book, use pause points to ask students what they are picturing in their mind. Demonstrate your metacognition by modelling what you are visualizing as you read.

iii.) After reading, discuss parts of the story that the students visualized. This strategy can continue to be reinforced throughout the year when reading. I also like doing warm-ups using the resource *Visualizing and Verbalizing Stories* by Nanci Bell to help build these visualizing skills.

Introducing the Unit

Continue with webbing your unit into the other reading activities that you do. The more you can overlap your Unit activities into other areas of your reading program as well as into other curricular areas, the more meaningful it will be to your students.

Working with Words

You may have students that still need to continue with the Brigance since they have not plateaued. For the others, there are many letter digital manipulation activities that can be done on devices. If you have access to devices, I would have other students working with words digitally while you were finishing up the administration of the Brigance.

Introducing Home Reading Program and Self-Selecting Independent Reading Books

On the last day of the first work, I usually teach a mini lesson on how to select a “just right” reading book to take home. My classroom library is the source of take home reading books and I have the books levelled with an A-J with A being beginner reading books and J at about Grade 5 or 6 reading level. I usually take 5 books at varying levels and model how to select the one that is right for me. I talk out loud looking at the covers, the size of the font, and model the 3 finger rule. In the 3 finger rule, if you read a page of the book and hold a finger up each time you can’t read a word. If you are holding up more than 3 fingers by the end of the page than it is too difficult for independent reading and you should choose an easier book. From then on, it is the student’s responsibility to have a reading book to read at home as part of our reading program.



Wishing you a great first week of reading in grade 3!

Grade 3/4 Rap

We're Grade Three/Four and cool as can be.
That's us, we're here, Grade 4 and Grade 3.
We'll work together and learn a whole bunch.
Listen to our teachers then stop for some lunch.
Continue on throughout the afternoon.
Day of learning is over, much too soon.
Who's is this class, we'll tell it to you straight
Fourteen chillin' kids, that's six plus eight.
Luke and Brodie, the boys in Grade 3.
Connor, Cameron, Carter all start with a C.
Macey, Lexi, Lucy, Ayslee, all end the same.
Ready to learn in this great school game.
Adam and Ethan, our boys in Grade 4.
Chloe, Shannyn, Madison just walked through the door.
Teachers Lynchuk, Menzies, Marsh, and Johnson
Teach us, lead us, and let us have some fun.
We're really looking forward to a very "sick" year.
That's us, Grade 3/4, and
Yo, we're here.

Yo, this is the story all about our class
We're bright, we're cool, we're smooth like glass.
We'd like to take a minute so sit right there
The class of 3/4, we ain't no nightmare.
In Kenaston/Hawarden born and raised.
On the playground where we spend most of our days
Chilling out, relaxing, maxing all cool
Playing some b'ball outside of the school.
We pull up to the school bout 45 past 8.
We yell to our driver, Yo homes, smell you later.

Levi, Logan, and don't forget Sam.
Grade 3 boys in the chain of command.
Of Sierra, Denedan, the chicks so real.
We make rock'n rad no big deal.

Now Grade 4 gets flipped, turned upside down.
'Cus we're the sickest kids in the south part of the town.
Lucy, Rian, Ayslee: groov'n Gr. 4 girls.
With Macey and Lexi, send this school into a whirl.
Luke, Brodie, Jackson, Gr. 4 boys so stellar.
Add Connor and Cam to round off these phat fellers.

Bring them altogether to school this place.
Starting off the year on a wild monkey chase.
We look over our kingdom from the top of a tree.
You can't keep **us** primates under lock and key.
Let learning and growing 'til we reach the top.
For we are Kenaston School's cream of the crop.

Ph ph choo

Phph pa choo

Back to School Mad Lib

Everyone knows the worst thing you can do on your first day back at school

is1 _____. Therefore, we have developed a(n)2

_____ fool-proof system that will get you through the day!

Step One: Make sure you wash your 3 _____ thoroughly with4

_____.

This way you won't smell like a bunch of 5 _____!

Step Two: Everyone likes to look great. Now you can! Don't be afraid to mix it

up. Wear your 6 _____ on your 7 _____

for a nice change!

Step Three: Finally, it's really important that you can eat a(n) 8

_____ breakfast. Use a(n) 9 _____ to mix 10

_____,11 _____, and raw 12

_____ eggs into a yummy shake! If you're late, you can eat as you

13 _____ to school!

If you follow these three simple steps, we guarantee you will become the new

Miss(Mr.) 14 _____.

Back to School Mad Lib

- 1.) _____ Verb (action word)
- 2.) _____ adjective
- 3.) _____ body part
- 4.) _____ bathroom item (plural)
- 5.) _____ (dirty animal)
- 6.) _____ (item of clothing)
- 7.) _____ (body part, plural)
- 8.) _____ (adjective)
- 9.) _____ (kitchen appliance)
- 10.) _____ (kind of fruit, plural)
- 11.) _____ (favourite drink)
- 12.) _____ (animal that lays eggs)
- 13.) _____ (motion verb)
- 14.) _____ (adjective)



Reading Toolkit

Resources

Grades 1-3

The teaching of reading in Grades 1-3 has to be looked at holistically. Many of the strategies and techniques used in one of the grades also works well in the others. There are several resources that are appropriate for Grades 1-3 and are included in this resource package. They include: (follow the hyperlink)

[Appendix A](#) - Resources to Support the Teaching of Reading

[Appendix B](#) - Reading Strategies Posters

[Appendix C](#) - Correlation Table of Diagnostic Levelled Reading Assessments in Use in Saskatchewan

[Appendix D](#) - The Balanced Literacy Classroom: What to Look For – (Sue Jackson) Scholastic

[Appendix E](#) - Writing Forms Across Grade Levels 1-8, [9-12](#)

[Appendix F](#) - Complete Dolch Word List Divided by Level

[Appendix G](#) - Portable Word Wall – Dolch Words

[Appendix H](#) - From Assessment to Conferring: Sample Needs and Strategies - Gail Boushey and Joan Moser (the Sisters)

[Appendix I](#) - Readers' Workshop Mini Lesson Topics

[Appendix J](#) - Reading Mini Lesson Template

[Appendix K:](#)

[Building Vocabulary \(Living Sky School Division\)](#)

[Rich and Varied Language Experiences](#)

[Appendix L](#) - Scope and Sequence Chart for ELA – Sun West School Division (on 11x17 paper)

Appendix A

Resources to Support the Teaching of Reading

Web-based Supports

- “Tumble Books” - online books for read alouds and shared reading – available through Wheatland Library
 - <http://asp.tumblebooks.com/home.aspx>
- Collection of Guided Reading stories that allow student to read but also sound out words for students when they get stuck.
 - http://www.sundancepub.com/c/@VEfp8z1pCt0.A/Pages/literactivereaders_educators1.html



- Alphabet goop: site that works on 2 letter sound at the same time; sort beginning letter sounds
 - <http://www.tvokids.com/games/alphabetgoop>



- Record children reading books on an iPad to be used for a variety of uses (e.g. peer reading, for mentoring younger students, etc.)

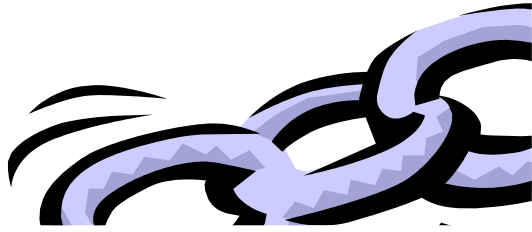
Resource Books

- Primary Success –Sight Reading Start Right Kit 1 (goes to 4)
 - There is a binder of how to get started
 - Very comprehensive program
 - Every story builds on the previous stories
 - Copiable stories
 - Practice book pages
 - Sight words and interest words included
 - The lack of color doesn't bother students – able to use it as a further teaching tool
 - Available in print or electronic versions

- http://www.primarysuccess.ca/main_ca.htm
- other programs are available as well (science, ss, spelling, art)
- the program brings all the pieces together
- companion book to support – Little Books
- Word Family Stories and Activities – Evan Moore
 - grade 2 (early in the year and with students needed extra support)
 - Word Families – all phonetic
 - For every word family there is a poem that puts them in context
 - Students have a collection of the poems for constant use
 - <http://www.evan-moor.com/c/57/word-families>
 - other programs available (long vowels, etc)
- Daily 6 Traits
 - <http://www.evan-moor.com/p/2017/daily-6-trait-writing-grade-1>
- A Resource Manual for Teaching Phonemic Awareness Skills in the Early Grades – Barbara Elliott
 - Call them “Wacky Words”
 - 10 minutes a day
 - Support manual - http://www.mcdowellfoundation.ca/main_mcdowell/projects/research_rep/139_Differentiated_Instruction.pdf
- Sight Word Poetry Pages – Scholastic
- Making Words – Pearson
 - Million dollar words
 - Available at different levels
 - <http://www.pearsonhighered.com/educator/series/Making-Words-Series/10890.page>
- Words Their Way
 - http://www.amazon.ca/s/?ie=UTF8&keywords=words+their+way&tag=googcana-20&index=aps&hvadid=6088313697&hvpos=1t1&hvexid=&hvnetw=g&hvrnd=12317144417079672563&hvpone=&hvptwo=&hvgmt=b&hvdev=c&ref=pd_sl_6w77t1oqg9_b
 - Making words can be done on the iPad with magnetic letters as well as the paper letters
 - Can use Fridge Magnets on the SMART Board too
- Jolly Phonics
 - <http://jollylearning.co.uk/overview-about-jolly-phonics/>
 - Allows for the kinesthetic piece
 - Students are taught the sounds of groups of letters that make up many of the words they will encounter
- Smart Start in Language Arts
 - http://books.google.ca/books/about/Smart_Start_in_Language_Arts.html?id=C4B6VQ_IKuEC&redir_esc=y
 - Good program for sight words
- Dawn Reithaug – Orchestrating Success in Reading
 - http://engagingstudents.blackgold.ca/files/6713/7773/1419/Order_Form_for_Books_by_Dawn_Reithaug_-_2012_02_01.pdf

- Reality Checks – Tony Stead
 - http://www.amazon.ca/s/?ie=UTF8&keywords=reality+checks+tony+stead&tag=googcna-20&index=aps&hvadid=7095264582&hvpos=1t1&hvexid=&hvnetw=g&hvrnd=2043276850196393229&hvpone=&hvptwo=&hvgmt=e&hvdev=c&ref=pd_sl_6fopcfnhqm_e
- Sequential Spelling/Phonics –
 - builds on the making of words and tying it all together
 - <http://www.sequentialspelling.com/>
- PWIM
 - Teaching vocabulary
 - Webinar on Sun West website (<http://www.sunwestsd.ca/pages/staff-pd.html>) and Reading Strategies Wiki and EAL Wiki
 - great EAL strategy
 - pictures can be printed in the schools on poster sized paper (Canon printers)
- BER PD – Guided reading sessions
 - Great PD opportunities
- Reading Strategies Posters
 - On Reading Strategies Wiki
- Daily 5
 - A program that has lessons, guides, assessment, etc.
- Pyramid
 - Blending sounds to make words
 - <http://www.amazon.ca/Pyramid-Dolores-G-Hiskes/dp/1884580327>
 - Dolores' website: <http://www.dorbooks.com/readingpathways.html>
- McCracken Spelling
 - http://www.amazon.ca/s/?ie=UTF8&keywords=mccracken+spelling&tag=googcna-20&index=aps&hvadid=6090314457&hvpos=1t1&hvexid=&hvnetw=g&hvrnd=7126810576458408208&hvpone=&hvptwo=&hvgmt=e&hvdev=c&ref=pd_sl_51j0v7uoz5_e
- Teaching by theme
 - Allows you to pull all of the pieces together to support readers
- Reading With Meaning, Teaching With Intention – Debbie Miller
 - http://www.amazon.ca/Debbie-Miller-Books/s?ie=UTF8&page=1&rh=n%3A916520%2Cp_27%3ADebbie%20Miller
- Independent Reading Inside the Box – Lisa Donahue
 - <http://www.amazon.ca/Independent-Reading-Inside-Lisa-Donohue/dp/1551382253>
- Reciprocal Teaching at Work K-12 (Powerful Strategies and Lessons for Improving Reading Comprehension) – Lori Oczkus
 - <http://www.reading.org/General/Publications/Books/BK507.aspx>
- Blended Sound-Sight Program of Learning – Anna Ingham
 - Resources she uses – Primary Phonics - <http://eps.schoolspecialty.com/products/literacy/phonics-word-study/primary-phonics/about-the-program>
 - Reading Power - Adrienne Gear: <http://www.readingpowergear.com/>

Making Connections



Using what I already know to help me understand

That reminds me of...

I read another book...

I felt like that character when...

This is different because...

Making Connections-Activating relevant prior knowledge before, during and after reading

- Relate unfamiliar text to their world knowledge and/or personal experience

Text to self

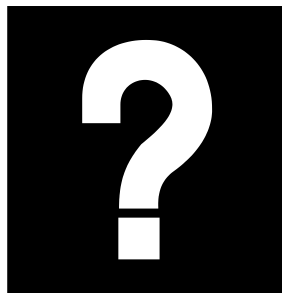
Text to text

Text to world

- Use what is known about an author and the author's style
- ☺ clasp hands together

■ Before ■ During ■ After

Questioning



Asking questions of myself, the author, and the text before, during and after reading

I wonder...

What is the author trying to say?

Why did that happen?

What if...

What's going to happen next?

Questioning-Asking questions of themselves, that authors, and the texts they read.

Proficient readers generate questions before, during and after reading

- To clarify meaning, speculate and locate an answer
- To focus their attention while reading
- To understand that some questions are left to the reader to answer
- To know if the answer is in the text or in the reader's mind or in other texts

☺ hand on chin

■ Before ■ During ■ After

Determining Importance



Telling what is important or unimportant information by thinking about ideas and themes

What does the bold print say?

This paragraph tells me that....

This is interesting but not important because...

Determining Importance - deciding on the most important ideas and themes in a text

- Word level: knowing which words carry the overall meaning of the passage
 - Sentence level: recognizing key sentences (topic, bold print)
 - Text level: finding the key ideas, concepts, and themes
- ☺ count with fingers

☐ Before ☒ During ☐ After

Visualizing



Creating a picture in my mind and using images to help me understand

I see a picture of...

In my mind's eye...

I have a picture of...

I imagine...

Visualizing-creating visual and other sensory images from text during and after reading

☺ hands around eyes like a telescope

☐ Before ☒ During ☐ After

Inferring



Drawing conclusions, making predictions, evaluating, judging and reflecting on my reasons

I'm guessing that...

I predict...

If..., Then...

I Think...

Inferring - the heart of meaning

We make inferences to:

1. Figure out unknown words
2. Help us predict
3. Draw conclusions/fill in information not directly given to us by the author

A prediction is a logical guess based on facts and then confirmed.

An inference is a logical conclusion based on background knowledge and clues in the text. It is not explicitly confirmed in the text.

☺ point in the air (Aha!)

☐ Before ☒ During ☒ After

Synthesizing



Combining new ideas with what I already know to get something new and different

Now I understand that...

This gives me an idea...

That was different from...

This compared to...

Synthesizing - Taking the new knowledge from the text and assimilating it with what is already known.

Proficient readers use these steps to move towards synthesizing:

1. Retelling - Straight recall of the facts or events in a text
2. Summarizing - choosing the important message or information to understand the main idea

☺ hands climbing up, putting a puzzle together

☐ Before ☒ During ☒ After

Monitoring Comprehension



Using “fix-up” strategies when I come to a word I don't know or a part I don't understand

I tried these fix-up strategies...

I re-read that because...

The part I had difficulty with...

Monitoring Comprehension-

Recognizing when comprehension breaks down and knowing how to repair it

Fake reading is a skill many readers in our classrooms use.

This means that instruction should include:

- Student choice of text
- Texts at students' reading levels
- Modeling that shows proficient readers constantly stop and fix their comprehension
- Large classroom library
- ☺ Check your back with hands over the opposite shoulder

☐ Before ☒ During ☐ After

Appendix C Correlation Table of Diagnostic Levelled Reading Assessments in Use in Saskatchewan

	APPROXIMATE Text Level Correlation Table- English					
<i>Benchmarks for Grade 1 – Grade 3 Saskatchewan students (English), based on ELA curricula</i>	<i>Fountas and Pinnell</i>	<i>Reading Recovery Levels</i>	<i>Developmental Reading Assessment</i>	<i>PM Benchmark Assessment</i>	<i>Northern Lights SD #113</i>	<i>Regina Public SD # 4 ORR Assessment</i>
	<i>Levels</i>	<i>Levels</i>	<i>Levels</i>	<i>Levels</i>	<i>Levels</i>	<i>Levels</i>
	A	A,B,1	A-1	1	1, 2, 3	1
	A	1	A-1	1	1, 2, 3	2
	B	2	2	2	4	3
	C	3-4	3-4	3-4	5	4
	D	5-6	6	5-6	6, 7	5
	E	7-8	8	7-8	8, 9	6
	F	9-10	10	9-10	10	7
<i>End of Gr. 1</i>	G	11-12	12	11-12	11	8
	H	13-14	14	13-14	12, 13	9,10
	I	15-16	16	15-16	14	12
	J	17-18	18	17-18	15	14
	K	19-20	20	19-20	15, 16	16
<i>End of Gr. 2</i>	L	20	24	21	16	18
	M	20	28	22	17, 19	20
	N	20	30	23	19,21	
<i>End of Gr. 3</i>	O	22	34	24	21	
	P	22	38	25	22	
	Q	24	38	26	22	
	R	24	40	27	22	
	S	26	44	28	23	
	T	27	44	29	23	
	U	28	44	30	23	
	V	28	50		23, 24	
	W	27	50		24	
	X	30	60		25, 26, 27	
	Y	28	60		25, 26, 27	
	Z	32,34	70		25, 26, 27	

APPROXIMATE Text Level Conversion/Comparison Table. Rigby Education, Scholastics Weaver, B. M. (2000). Levelling Books k-6: Matching Readers to Test. Newark, DE: International reading Association (Fountas & Pinnell, Reading Recovery, DRA)
<http://sw031.k12.sd.us/readinglevels.htm> (PM Benchmark Assessment Kit)

The Balanced Literacy Classroom: What to Look For



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TIPS FOR PLANNING THE SCHOOL TIMETABLE

The school timetable should maximize each teacher's effectiveness and assure coherence and consistency in the implementation of classroom, divisional, and school instruction.

1. Learning blocks need to have priority in timetable planning.

- Place the blocks for literacy and numeracy on the master timetable first. The two blocks do not have to be in sequence, though they could be.
- It is efficient and gives more flexibility if you schedule primary (K-3) and grade 4-6 blocks for literacy at different times.
- When timetabling instructional options for the school's master timetable, ensure the prime learning components are the priority.
- Announcements should occur just before recess or before noon so that prime early morning time for student learning is maximized.

2. Learning blocks should be uninterrupted.

Planning time should be scheduled outside the literacy and numeracy learning blocks.

Consider:

- What are the variables that the principal and planning time committee should examine?
- How will you deliver preparation time outside the block times?
- Who will do the planning time?
- When can the planning time be delivered?
- How many teachers are optimal in the delivery of preparation time for students?
- "Uninterrupted" means no announcements or calls into rooms. Presentations for the division and trips (where possible) should be scheduled outside the learning block time.

3. Backward design is important for planning the timetable.

Consider:

- Frequency of planning periods
- Length of planning periods
- Gym availability
- Special education support
- Preparation coverage possibilities: devoted planning teacher/music teacher/physical education/drama/other
- Planning a shared preparation time for same-grade teachers
- Part-time staff – flexibility of time assignment may be beneficial in assuring best use of time.

From Capacity Building Series: Learning Blocks for Literacy and Numeracy, Secretariat, Special Edition #1

Crucial Questions to Ask as a School

- Where and why are students meeting success in reading and writing, and what are we doing that's causing that success?
- Where and why are students failing to thrive as readers and writers, and what must we do as a school to reverse that outcome?
- What kind of instructional support – and how much – do teachers need to raise achievement for students who are below grade level?
- Where is intervention working well and what can we learn from that success? Where and what changes do we need to make in our intervention programs?
- What steps do we need to take so that we have literacy alignment and cohesion at and across grade levels?
- What else do we need to be thinking about and addressing that we have not yet considered?

From: Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success by Regie Routman, 2014, p.247

Questions to Gather Data on Literacy Instruction in My School

Visual Overview

- Do the classrooms have obvious indicators of balanced literacy programming? (e.g., word wall, tricky words area, an area for guided reading, writing organizers and class writing checklists, student samples, anchor charts with mentor texts, etc.)

Organization

- Does assessment drive instruction?
- What on-going assessments are used?
- Does the teacher vary organization for learning (e.g., whole class, small group, and individual)?
- What support is offered to struggling learners?
- How does the teacher vary learning for advanced learners?
- How does the teacher ensure student engagement?
- How does the teacher's schedule maximize classroom time?
- How does the teacher establish a sense of personal responsibility for learning?

Components

- What is taught in the Language block?
- For how long is each component taught?

Materials

- How do the children share print and digital materials?
- How does the teacher meet children's needs with multi-level materials?
- How does the school centralize materials?
- What system is in place for sharing resources?

Continuity



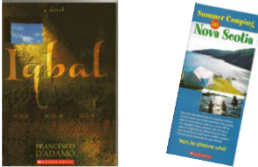
- Will the children experience continuity in Language as they move through grades?
- Are teachers aware of what is happening in Language in other classes and grades?
- Have teachers decided what information to hand on to the next teacher?
- How do teachers use information from children's previous teachers?



Contact with the Literacy Coach

- What is the role of the Literacy Coach?
- What aspects of in-services, demonstration lessons, and coaching do the teachers find helpful?
- How well do the teachers share and discuss the information received from p.d.?


Adapted from Brailsford and Coles, p. 136

Look-fors – Comprehensive Literacy – Classroom Environment

Components	Look-fors	Questions to Ask
Learning Culture 	<ul style="list-style-type: none"> <input type="checkbox"/> teacher acting as a caring, supportive facilitator who guides co-constructed learning experiences <input type="checkbox"/> students making choices and having a voice in the classroom environment <input type="checkbox"/> teacher creating a culture of conversation which promotes less teacher talk and more student talk <input type="checkbox"/> teacher encouraging risk-taking and making mistakes <input type="checkbox"/> prolonged activities that engage students and give them opportunities to plan, monitor, and evaluate their learning <input type="checkbox"/> opportunities for students to express thinking aloud 	<ul style="list-style-type: none"> <input type="checkbox"/> How does your classroom environment support independence? <input type="checkbox"/> How do you ensure that students have choice and a voice in your classroom? <input type="checkbox"/> What assessment data do you collect that is the most useful in informing your instruction? <input type="checkbox"/> What other resources would support your literacy program? <input type="checkbox"/> How do you use technology to enhance student learning?
Productive Environment 	<ul style="list-style-type: none"> <input type="checkbox"/> spaces in which students can work collaboratively, in flexible groupings and individually (whole class area, small group, paired, individual areas, teacher-student conference area) <input type="checkbox"/> comfortable large-group meeting place so students can be close to the teacher and turn and talk to each other <input type="checkbox"/> furniture and equipment is easy to move into flexible formations <input type="checkbox"/> desks or tables in clusters so students can talk and work together <input type="checkbox"/> resources are well-organized and easily accessible with plenty of storage (e.g., labelled baskets/shelves) <input type="checkbox"/> display spaces contain student work and success criteria and are changed regularly <input type="checkbox"/> students are involved in organizing and maintaining the space <input type="checkbox"/> classroom library and comfortable reading area <input type="checkbox"/> learning goals/outcomes are posted <input type="checkbox"/> a buzz or low level hum of activity as students exchange ideas 	<div> Putting It All Together <ul style="list-style-type: none"> <input type="checkbox"/> planning shows evidence of large-group, small-group, paired, and individual learning activities within the timetable <input type="checkbox"/> evidence of a seamless connection of reading and writing so that literacy program flows smoothly <input type="checkbox"/> evidence of correlation between assessment and instructional practice <input type="checkbox"/> deliberate, timely, and focused instruction <input type="checkbox"/> maximum use of classroom time <input type="checkbox"/> use of a variety of oral language strategies throughout literacy lessons </div>
Great Texts and Resources 	<ul style="list-style-type: none"> <input type="checkbox"/> rich, varied, and intriguing books, magazines, newspapers, brochures, charts, posters, e-zines of all sorts at a variety of reading levels <input type="checkbox"/> collections of books and anthologies on topics and themes in the curriculum (e.g., author studies, mysteries and novels, science magazines, history text) <input type="checkbox"/> variety of contemporary popular texts (e.g., graphic novels, comic books, car brochures, sport and hobby magazines, manuals, almanacs) <input type="checkbox"/> current reference materials 	

	<ul style="list-style-type: none"> <input type="checkbox"/> dual-language texts and media-rich texts in a variety of languages that capture the lived experiences of students and their families <input type="checkbox"/> visual texts (e.g., menus, stamps, posters, signs, logos, ads, badges, wall charts, flow charts, family trees, graphs, maps, blueprints) <input type="checkbox"/> texts that will help students in their exploration of their own identity <input type="checkbox"/> social justice texts 	
Visual Supports 	<ul style="list-style-type: none"> <input type="checkbox"/> pocket charts <input type="checkbox"/> reference/anchor charts (e.g., discussion guidelines, text-type writing features) <input type="checkbox"/> graphic organizers <input type="checkbox"/> word walls/word resource walls <input type="checkbox"/> vocabulary charts (e.g., science/math/social studies terms, inquiry charts) <input type="checkbox"/> instructional charts (e.g., examples of various writing forms, prompts on effective use of reading strategies, proofreading prompts) <input type="checkbox"/> inquiry question posted as reminder 	
Hands-on Resources 	<ul style="list-style-type: none"> <input type="checkbox"/> sticky notes, highlighters, highlighter tape <input type="checkbox"/> technology to enhance learning – computers, tablets, laptops, e-readers, Smartphones, learning response devices, personal electronic devices <input type="checkbox"/> electronic graphic organizers <input type="checkbox"/> various writing materials and art materials <input type="checkbox"/> interactive whiteboard <input type="checkbox"/> pocket charts <input type="checkbox"/> Canadian resources to support students in their understanding of world events through age appropriate content and discussion (http://teachkidsnews.com) 	
Assessment	<ul style="list-style-type: none"> <input type="checkbox"/> teacher engaging students in reflections on learning <input type="checkbox"/> students and teacher co-creating assessment tools and criteria for demonstration of learning <input type="checkbox"/> teacher using student-led conferences so students can make their learning explicit with parents and guardians <input type="checkbox"/> students using portfolios to reflect on their learning (paper/digital) 	

Look-fors – Comprehensive Literacy – Oral Language

Oral Language	Look-fors	Questions to Ask
<ul style="list-style-type: none"> oral language strategies should be built into reading, writing, and working with words activities 'accountable talk' – talk which is respectful and meaningful to both the listener and the speaker classrooms should be conversational communities <p>"Time for purposeful talk and interaction is necessary for real learning to occur. Instructional practice values time for accountable talk and interaction in order for students to clarify their thinking, learn to respect and build upon the ideas of others and articulate their views effectively."</p> <p><i>The School Effectiveness Framework, 2007, p.39</i></p> 	<ul style="list-style-type: none"> <input type="checkbox"/> teacher modelling appropriate responses that demonstrate active listening, open-mindedness, and thoughtful follow-up actions <input type="checkbox"/> teacher setting an example by using inclusive, open language with all students <input type="checkbox"/> teacher using language that will promote thinking and push students to justify their thoughts and come up with the big ideas <input type="checkbox"/> teacher and students co-creating anchor charts for 'Accountable Talk' – what it looks like and sounds like <input type="checkbox"/> students demonstrating active listening and effective speaking (e.g., facing each other, taking turns, staying on topic, asking questions for clarification, building on the ideas of others, etc.) <input type="checkbox"/> students engaging in conversations that require them to examine their conscience, think about making tough choices, and doing what's right <input type="checkbox"/> teacher posing questions to develop higher-order thinking (e.g., <i>Is lying always wrong? Is cheating fair to students? Is our well-being a result of someone else not having?</i>) <input type="checkbox"/> students participating in deep discussions about controversial and sensitive issues <input type="checkbox"/> teacher employing a variety of oral language strategies throughout reading, writing, and working with words activities (e.g., Think-Pair-Share, Three Part Interview, Four Corners, Jigsaw, Turn and Talk, Value Line, Inside/Outside Circle, etc.) <input type="checkbox"/> teacher providing opportunities for students to collaborate through social media (e.g., Moodles, wikispaces, blogs, apps, GoogleDocs, flicks, twitter, facebook, wordless, crossword, quizlet, or glogster) <input type="checkbox"/> students demonstrating self-advocacy (for themselves and for issues that matter to them) <input type="checkbox"/> students exploring ethical thinking <input type="checkbox"/> teacher providing experiences for students to expand global perspectives, share ideas, and reflect and learn from the ideas of others <input type="checkbox"/> students interviewing knowledgeable experts and interacting with specialists in the field as they investigate a topic – could be face-to-face or on the computer 	<ul style="list-style-type: none"> <input type="checkbox"/> How do you provide opportunities for students to listen, and talk, to others for a variety of purposes and on a range of subjects? <input type="checkbox"/> How do you embed oral language instruction and practice throughout your program? <input type="checkbox"/> What assessment tools do you use to provide feedback for students to enable them to improve oral communication skills? <input type="checkbox"/> What strategies do you use for students who are reluctant to speak in front of others? <input type="checkbox"/> What data do you collect on oral language skills? <input type="checkbox"/> How does your data help to inform your instruction? <input type="checkbox"/> In what ways do you encourage students to advocate for themselves or for matters important to them? <input type="checkbox"/> What techniques do you use to promote collaboration and communication in your classroom? <input type="checkbox"/> In what ways do you use technology to enhance oral communication skills?

Look-fors – Comprehensive Literacy - Reading

Key Instructional Approach	Look-fors	Questions to Ask
READ ALOUD <ul style="list-style-type: none"> teacher reads aloud daily (10 – 15 min.) texts are at students' listening level but above their reading level purposes: model comprehension strategies and word-solving strategies, promote a positive attitude toward reading, highlight writer's craft or traits of writing, development of vocabulary and concept building teacher structuring learning around 'big ideas' and inquiry questions to promote deep learning 	<ul style="list-style-type: none"> <input type="checkbox"/> teacher planning indicates a teaching point for the chosen text (see purposes) <input type="checkbox"/> teacher using information from attitude and interest surveys to provide engaging materials (e.g., novels, picture books, factual texts, digital texts, media, newspapers, songs, etc.) <input type="checkbox"/> teacher purposefully choosing texts that promote 'big ideas' (e.g., social justice issues, character development) <input type="checkbox"/> whole class session with the teacher reading aloud in a fluent, expressive manner and students listening purposefully and actively <input type="checkbox"/> teacher pausing at planned places to explain own thinking about the use of comprehension strategies or word-solving strategies – Think Alouds (e.g., Making Connections – <i>As I read that part of the text, it reminded me of...</i>) <input type="checkbox"/> teacher stopping to point out the author's craft (e.g., <i>The author's vivid word choice helps me to visualize the scene.</i>) <input type="checkbox"/> teacher explicitly teaching thinking routines (e.g., Think-Pair-Share; Connect, Extend, Challenge) <input type="checkbox"/> teacher posing higher-order thinking questions to promote critical thinking, discussion, and critical literacy <input type="checkbox"/> students engaging in meaningful dialogue with teacher/peers before, during and after reading (e.g., Think-Pair-Share, Tea Party, Four Corners, Think-Puzzle-Explore) <input type="checkbox"/> students participating in partner and class discussions, appreciating different viewpoints <input type="checkbox"/> teacher modelling response activities <input type="checkbox"/> teacher and students working together to create anchor charts or to complete graphic organizers <input type="checkbox"/> teacher maintaining a class log of material read aloud 	<ul style="list-style-type: none"> Why did you select the text you are reading? Do you think your students are engaged by the text? How does this text connect to other aspects of your program? How did you introduce the text to the students? What oral language strategies did you use in this lesson? What do you think your students are learning from this text? What other types of text do you plan to read? What observations have you made of your students' understanding of text? How do you actively involve your students during Read Aloud sessions? What questions have prompted the most discussion/debate?
SHARED READING <ul style="list-style-type: none"> teacher and students read text together (supported context) daily 15 – 20 min. 	<ul style="list-style-type: none"> <input type="checkbox"/> teaching plans indicate a specific teaching focus for each day – same text is used over several days <input type="checkbox"/> whole class session with teacher and students reading a communal text that all can see clearly (e.g., big book, overhead transparencies, SMART Board, large posters, partner-share texts, individual copies) <input type="checkbox"/> teacher engaging students in activities to introduce the text and activate prior knowledge 	<ul style="list-style-type: none"> Why did you choose the text you are reading? Do you think your students are engaged in the text? How does this text connect to other aspects of your program?

<ul style="list-style-type: none"> • text is challenging for most students • purposes: explicit instruction to reinforce comprehension strategies, share content, engage in focussed re-readings, expose students to an increasing range of text types and forms, teach word recognition and word solving strategies, discuss author's craft, enhance oral language 	<ul style="list-style-type: none"> <input type="checkbox"/> teacher reading text aloud using phrasing, fluency and intonation to model how proficient readers interact with text <input type="checkbox"/> students reading the text in unison or in small groups or pairs (orally) <input type="checkbox"/> teacher scaffolding lesson by pausing to discuss comprehension, difficult vocabulary, text features <input type="checkbox"/> teacher establishing a purpose for re-reading key sections of the text (e.g., <i>Let's re-read the letter and think of the three most important things...</i>) <input type="checkbox"/> teacher explicitly teaching word solving skills, comprehension strategies and author's craft <input type="checkbox"/> students applying and practicing comprehension strategies <input type="checkbox"/> teacher and students engaged in focussed discussions about the content and meaning of the text <input type="checkbox"/> students responding with a critical stance <input type="checkbox"/> teacher and students working together to create anchor charts (i.e., word patterns) <input type="checkbox"/> teacher and students examining the text from a writer's perspective and using the text as a 'mentor' for writing <input type="checkbox"/> students practicing response activities demonstrated by the teacher 	<ul style="list-style-type: none"> • How did you determine the teaching foci while using this text? • What types of text have you read with your class? How do these texts connect reading and writing? • What methods do you use to record observations of students' understanding? • How often do you conduct Shared Reading lessons? • How does Shared Reading support all readers in your classroom? • What types of reading response activities do your students complete?
<p>GUIDED READING</p> <ul style="list-style-type: none"> • small group approach where teacher provides structured support • instructional level text (90-94% accuracy) • groups comprised of students reading at similar levels and with similar needs • groups are dynamic and change frequently • 20 min. in length • purposes: focus reading instruction on students' specific needs, extend comprehension, allow students to apply strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> working with 5 – 6 students using short texts at appropriate reading level for the group <input type="checkbox"/> teaching plans denote group members, text title and level, focus questions, skill/strategy focus (based on group needs) and assessment comments <input type="checkbox"/> teacher providing a strong but brief introduction to text and activating students' prior knowledge <input type="checkbox"/> teacher discussing supports and challenges in text and providing a purpose for reading <input type="checkbox"/> students reading same text simultaneously and creating meaning independently while drawing support from peers and teacher <input type="checkbox"/> teacher chunking text, setting guiding questions to focus comprehension and leading discussions to promote deeper understanding of text and strategy use <input type="checkbox"/> students looking for text support to confirm predictions, answer questions, make connections and evaluate text <input type="checkbox"/> teacher listening to students read aloud and monitoring comprehension and contextual word recognition strategies <input type="checkbox"/> teacher assessing reading behaviours, strategies and use of cueing systems to focus further instruction <input type="checkbox"/> students using metacognition <input type="checkbox"/> teacher monitoring and periodically attending to other students in the 	<ul style="list-style-type: none"> • How many guided reading groups do you have in your classroom? • How often do the groups meet? • How do you match students to the appropriate text? • How do you monitor the progress of students? • How often do you change student groupings? • What observations have you made about individual students? • In what ways does Guided Reading connect with other aspects of your program? • What are the next steps for the group I watched today?

<p>taught, provide opportunities for assessment, read a variety of text for different purposes, enrich oral language development</p>	<p>class</p> <p><input type="checkbox"/> students not in a guided reading session are working productively</p>	
<p>INDEPENDENT READING</p> <ul style="list-style-type: none"> students reading independently (with no or minimal support) text at independent reading level (95-100% accuracy rate) daily for 30 – 40 min. purposes: provide opportunity for students to practice, reinforce and consolidate previously taught strategies, allows assessment and evaluation of reading, ensure students are able to select appropriate material <p>Note: Book selection should happen at another time rather than during Independent Reading.</p>	<p><input type="checkbox"/> teacher conducting interest inventories and attitude surveys or interviewing individual students to determine students' interests</p> <p><input type="checkbox"/> teacher gathering a range and variety of reading materials (both fiction and non-fiction) based on students' interests</p> <p><input type="checkbox"/> teacher providing book talks and/or mini-lessons on book selection, management issues and reading strategies</p> <p><input type="checkbox"/> students reading independently for a sustained period of time (30 – 40 min.)</p> <p><input type="checkbox"/> students practicing strategies taught during explicit strategy instruction</p> <p><input type="checkbox"/> teacher conferring with students on a regular basis and recording observations of comprehension, book selection, reading interests, oral reading, and future goals</p> <p><input type="checkbox"/> teacher conducting 'butterfly' conferences to ensure students are reading appropriate materials</p> <p><input type="checkbox"/> students writing in reading journals to respond to texts read</p> <p><input type="checkbox"/> students discussing and sharing responses to texts in a variety of ways (e.g., Inside/Outside Circle, sharing connections made with a partner)</p> <p><input type="checkbox"/> students keeping records of the books they read (reading log), reflecting on their reading, and conferring with others about their reading</p> <p><input type="checkbox"/> students using self-assessment techniques</p> <p><input type="checkbox"/> students reading a common text and discussing the text in book clubs or literature circles</p>	<ul style="list-style-type: none"> What organizational strategies do you use to highlight the text in your classroom? How do you ensure that students are reading appropriate material? How do you assist students in selecting appropriate materials? How do you know all students are actually reading the text they have chosen? What types of mini-lessons have you taught during Independent Reading? What methods do you use to encourage students to share their book recommendations? How long do your students usually read independently? Do you ever conduct guided reading sessions during this time? Is this effective?



Look-fors – Comprehensive Literacy - Writing

Key Instructional Approach	Look-fors	Questions to Ask
<p>MODELLED WRITING</p> <ul style="list-style-type: none"> completely supported writing experience as writers observe an experienced writer (the teacher) in action (10 – 15 min.) purposes: demonstrate the writing process, allows students to hear an experienced writer, highlights good strategies that writers use, connects reading and writing, creates a large version of text that can be used for further demonstrations <p>Note: Modelled and Shared Writing can be combined in one lesson so students see the teacher writing interspersed with periods of active participation in contributing ideas during Shared Writing.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> teacher selecting a topic, purpose, audience and text-type for the writing demonstration (based on curriculum expectations and student needs) <input type="checkbox"/> teacher's plans show evidence of reading/writing connections (use of model/mentor texts in Shared Reading) <input type="checkbox"/> teacher referring to anchor charts for text construction <input type="checkbox"/> teacher modelling a wide range of types/formats of writing (e.g., reports, descriptions, poetry, narratives, explanations, personal communication, persuasive texts, multi-media) <input type="checkbox"/> whole class observing while teacher is composing text on chart paper/overhead/computer/interactive whiteboard (enlarged version of text for all to see) <input type="checkbox"/> teacher 'thinking aloud' about choices and actions when composing (e.g., <i>I've brainstormed three possible headlines for my newspaper article. Now I'm going to find the one that is the most interesting.</i>) <input type="checkbox"/> teacher demonstrations offer information on the writing process (planning and researching, drafting, revising, editing and publishing), content development, purpose for writing, voice, word choice, sentence construction and conventions <input type="checkbox"/> teacher introducing and reinforcing a range of concepts in each writing session – pertinent to needs of class <input type="checkbox"/> teacher demonstrating respectful and responsible on-line communication (different audiences require different types of communication) <input type="checkbox"/> students recognizing the features and organization of various types/formats of writing <input type="checkbox"/> teacher modelling the use of various software programs to support writing throughout the stages of the writing process (e.g., revising - how to use the 'Copy and Paste' features to reorder sentences or paragraphs, editing - how to use spell checker, grammar checker, or style analyzers) <input type="checkbox"/> teacher using resources to confirm spelling (e.g., word wall, on-line dictionaries, word resource wall, etc.) <input type="checkbox"/> students listening to the teacher's manipulation of language <input type="checkbox"/> teacher demonstrating the importance of reading and rereading 	<ul style="list-style-type: none"> Why did you select the type of text you were modelling? What text did you use as your 'mentor' text in the reading part of your literacy program? What were your focus areas for the craft of writing and the conventions of writing? How does this lesson connect to other parts of your program? What part of the writing process will you model next? What do you think your students learned from your demonstration? How do you think your 'think alouds' assist your students in becoming proficient writers? What technological tools are you using to enhance student writing? <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The teacher's modelled writing does not have to be a 'perfect text'. Very few writers produce a clear copy on their first attempt. Demonstrating that this is a work in progress to be re-visited is important.</p> </div>

	<ul style="list-style-type: none"> □ one's writing to aid continuity and flow □ students reading and re-reading the written text □ teacher demonstrating how to access copyright free digital images and video clips □ teacher advocating and demonstrating safe, legal, and responsible use of information and technology so that students understand the permanent consequences of their digital footprint □ teacher re-using the text for further demonstrations of the writing process and for self-evaluating of own writing (reflection, assessment, goal-setting) □ teacher posting 'modelled' text in classroom for reference 	
SHARED WRITING <ul style="list-style-type: none"> • teacher and students collaborate to create text together (supported context) • whole group session (10 – 20 min.) • purposes: provides powerful demonstrations of writing, encourages student participation in writing, connects oral language and the writing process, highlights important writing concepts and strategies 	<ul style="list-style-type: none"> □ teacher selecting a topic that is within the realm of experience of the class members so that all students can participate □ teacher activating students' prior knowledge of the text type/format of writing and the topic □ students and teacher brainstorming ideas and organizing thoughts on graphic organizers (paper, interactive whiteboard, computer) □ teacher leading the writing demonstration, but encouraging students' oral participation □ students contributing ideas about the craft and conventions of writing □ teacher and students discussing and negotiating ideas to build a collaborative text □ teacher using Think Alouds to prompt actions and decisions (e.g., <i>We need to check our plan... that will guide us as we write down our ideas.</i>) □ teacher inviting ideas from everyone and scribing students' suggestions □ teacher interspersing students' contributions with own Think Alouds to encourage students to reflect on next step or decisions already agreed upon □ students reading and re-reading written text to aid continuity and flow and making suggestions for improvement □ teacher facilitating interactive dialogue by asking pointed questions re: organization of ideas, conventions and content □ teacher explicitly teaching conventions – grammar, spelling and punctuation □ teacher and students referring to previously created anchor chart for text features, organization and language features 	<ul style="list-style-type: none"> • Why did you select the type of text you were creating together? • What text did you use as your 'mentor' text in the reading part of your literacy program? • What were your focus areas for the craft of writing and the conventions of writing? • How does this lesson connect to other curriculum areas? • What did you learn about your students' understanding of writing during this lesson? • How often do you conduct Shared Writing sessions? • How did you decide when to use a Modelled approach or a Shared approach during this lesson? • What 'unplanned' teaching occurred during this lesson? • What are the next steps for your students? • Do you think most of your students are ready to begin writing independently?
GUIDED WRITING <ul style="list-style-type: none"> • small-group sessions - groupings 	<ul style="list-style-type: none"> □ teacher observing students when they are writing and forming writing support groups to meet specific needs □ teacher creating groupings based on student input (e.g., students 	<ul style="list-style-type: none"> • When forming your small groups for Guided Writing, what assessment data did you use?

<p>composed of students who need assistance with the same concepts and strategies</p> <ul style="list-style-type: none"> • 5 – 15 min. per group • purposes: focuses instruction on specific concepts and strategies, enhances student learning by teaching craft lessons to students who need new skills and challenges, provides opportunities for supported practice 	<p>approaching teacher with a specific question or particular need)</p> <ul style="list-style-type: none"> <input type="checkbox"/> teacher explicitly teaching the craft, form, strategies or skills needed by various groups of students (e.g., <i>teaching students how to use an organizer more effectively to create a plan</i>) <input type="checkbox"/> teacher and group of students meeting briefly for lesson or demonstration <input type="checkbox"/> teacher striving to combine informal, language rich teaching with a focused, on-topic approach <input type="checkbox"/> students referring to modelled/shared writing samples, exemplars and anchor charts <input type="checkbox"/> students engaging in discussions, asking questions and making observations <input type="checkbox"/> students collaborating and conferencing with peers and teacher to provide feedback and suggestions for each other <input type="checkbox"/> teacher and students using a common language to describe the craft and conventions of writing <input type="checkbox"/> teacher ensuring that all students are part of a Guided Writing group at some point while completing a writing assignment, since all students need assistance or new challenges <input type="checkbox"/> teacher checking individual student's understanding of the targeted concepts and clarifying any misconceptions <input type="checkbox"/> teacher monitoring progress of group members to see if they are applying the concepts and strategies effectively <input type="checkbox"/> teacher reconvening Guided Writing groups to re-teach, if necessary 	<ul style="list-style-type: none"> • How did you determine the focus for each group? • What would you do if you saw students who were not applying the concepts/strategies from small group sessions in their independent writing? • How do you encourage students to talk about the craft and conventions of writing? • What methods do you use to record observations of students' writing skills? • How do you ensure that all students are part of a Guided Writing session?
<p>INDEPENDENT WRITING</p> <ul style="list-style-type: none"> • students writing independently with minimal teacher support • 30 – 40 min. daily • whole group mini-lesson, followed by an extended period for independent writing, then brief sharing session • purposes: gives students increasing control of the writing process, provides opportunity to apply the skills, knowledge and strategies demonstrated in a new 	<ul style="list-style-type: none"> <input type="checkbox"/> teacher deciding on the focus for writing (e.g., application of new text-type/format, self-selected writing, reader response, performance assessment task, writing to a prompt) <input type="checkbox"/> teacher beginning the session by clarifying the purpose and setting expectations and routines <input type="checkbox"/> teacher conducting a mini-lesson based on students' needs (e.g., lesson on lead sentences) <input type="checkbox"/> teacher providing 'timed writing' opportunities so students develop writing fluency (e.g., Quick Writes) <input type="checkbox"/> teacher setting up a smooth organizational procedure that allows students to locate and start using their writing materials speedily and efficiently (e.g., Writer's Notebook, writing folders or portfolios) <input type="checkbox"/> students checking out various author websites to gain insights into the craft of writing (purposes and strategies for writing) <input type="checkbox"/> teacher engaging students in writers' workshops conducted by well-known authors (e.g., Scholastic.com features workshops on: 	<ul style="list-style-type: none"> • How did you determine the focus for independent writing? • What types of mini-lessons have you previously taught and why? • Why did you choose to teach today's mini-lesson? • What routines and procedures have you established for independent writing? • How did you assist students during this independent writing session? • How often do you conference with individual students? • What type of feedback did you give to students to move them forward as writers? • From your assessments and

<p>context, allows students to see themselves as authors</p>	<p>writing myths with Jane Yolen, becoming a newspaper journalist and writing news stories with help from the Scholastic Magazine editors)</p> <ul style="list-style-type: none"> <input type="checkbox"/> students generating/discussing ideas on prescribed topics <input type="checkbox"/> students engaging in the writing process (planning and researching, drafting, revising, editing, publishing) <input type="checkbox"/> students using various graphic organizers(e.g., Inspiration, SmartDraw, The Brain, CMap, bubbl.us, MindMapper). <input type="checkbox"/> students referring to anchor charts created during Shared Reading and Writing sessions <input type="checkbox"/> teacher circulating throughout classroom, conferencing with students or taking a Guided Writing group <input type="checkbox"/> students employing a variety of writing materials/computer software during creation of text <input type="checkbox"/> students enhancing their texts by choosing the right tool for their task (e.g., animation and word-processing programs, design software, and other electronic media such as digital cameras and projectors) <input type="checkbox"/> students using word wall/charts and other reference material to help edit work <input type="checkbox"/> students using a variety of proof-reading strategies <input type="checkbox"/> students using Wikis or blogs to share their writing with peers for discussion and feedback <input type="checkbox"/> teacher observing students' writing and selecting a few students to share their current writing with the class in order to illustrate a particular concept (e.g., good leads, interesting descriptions of characters, well-structured dialogue) <input type="checkbox"/> students sharing ideas and excerpts of writing (e.g., Author's Chair, Inside-Outside Circle, in partners, small group sharing, on-line posting) <input type="checkbox"/> students assessing each other's writing and providing feedback (use of Google docs or a Wiki – Voicethread) <input type="checkbox"/> students self-assessing their writing and setting personal goals and next steps <input type="checkbox"/> teacher assessing and evaluating students' writing based on co-constructed criteria 	<p>observations, what is the next step in writing for your students?</p> <ul style="list-style-type: none"> • What opportunities do you provide for students to share their writing with others? • How do you integrate technology into your writing program?
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Look-fors – Comprehensive Literacy – Working with Words

Working with Words	Look-fors - Teacher	Questions to Ask:
<ul style="list-style-type: none"> refers to the process of learning everything about words; their spelling, meaning, pronunciation, historical origin, and relationship with other words involves a range of instructional activities and experiences – must be developmentally appropriate, interactive, and constructive, providing students with genuine opportunities to make meaning with words and to use them in real-world contexts includes: <ul style="list-style-type: none"> high-frequency words word solving and building language predictability <p><i>“Children of all ages should be encouraged to be word detectives, sniffing out interesting words they encounter in their daily lives.”</i> (McQuirter Scott, <i>Spelling: Connecting the Pieces</i>, p. 17)</p> <p>Our goal, as teachers, is to ignite in students a lifelong interest in words. This is best achieved by:</p> <ul style="list-style-type: none"> making word study fun creating interesting word play activities demonstrating the power words have over others sharing the evolution of the English language 	<p>Teacher is:</p> <ul style="list-style-type: none"> listening to/recording students’ oral reading and analyzing decoding strategies (e.g., M-semantic, S-syntactic, V-graphophonic) assessing students’ ability to read phonetic patterns and high-frequency words (review lists and grade level lists) analyzing spelling patterns from writing samples (see Error Analysis for Spelling) using assessment data to determine next steps for whole group, small group, and individual instruction to meet students’ needs using on-going assessment and feedback to encourage students’ goal-setting and self-monitoring maintaining ever-changing print-rich environment modelling word-solving and vocabulary strategies during Read Aloud and Shared Reading playing with language through oral rhymes, songs, and predictable text (Kindergarten and grade1) drawing attention to rhymes, words, syllables, and sounds and demonstrating how to denote words, syllables and letters using body parts (Kindergarten and grade 1) explicitly teaching word solving strategies in Shared Reading and Shared Writing providing opportunities for oral discussion/interaction about word-related discoveries co-creating, with students, class anchor charts that demonstrate word patterns and spelling strategies teaching word concepts in the context of everyday classroom life (teachable moments) or during focused lessons demonstrating the use of various resources that assist with word-solving and spelling strategies (e.g., personal dictionary, thesaurus, on-line dictionary, word wall, etc.) <p>High-frequency (Useful) Words:</p> <ul style="list-style-type: none"> introducing new words on a weekly basis (approximately 5 words + challenge words for students who need more advanced words) by: finding them in the Shared Reading text, generating oral/print sentences, chanting the words chorally, using actions to chant the words, emphasizing key features engaging students in various methods of using the words – 	<ul style="list-style-type: none"> What did your assessment data reveal about your students’ word solving knowledge/skills? How did you plan your instruction to ensure you were meeting the word study needs of your students? How do you differentiate learning in working with words for your students? Do you find that a manipulative approach helps to engage your students in word study? What spelling or word recognition strategies have you introduced to your students? Have you seen evidence of progress of the application of these strategies in daily reading and writing? Do you use on-line games for word study? What games do you find particularly effective in developing students’ skills? How do you highlight an awareness of word choice and spelling when your students are writing? How do you engage your students in hands-on activities to practice/consolidate word study concepts/rules/ generalizations? In what ways do you encourage your students to contribute to vocabulary/anchor charts? How do you provide your students with on-going assessment and feedback to enable them to improve their word solving skills? How do you provide opportunities for students to self-assess?

<p>Look-fors – Student</p> <p>Students are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> participating in whole and small group working with words lessons (e.g., high-frequency words, word building and solving, language predictability) <input type="checkbox"/> using a range of word solving strategies (e.g., sound, visual, meaning) <input type="checkbox"/> interacting with rich language and listening to sounds and rhyming patterns (K & 1) <input type="checkbox"/> segmenting and blending sounds, clapping syllables, and sounding out words (K & 1) <input type="checkbox"/> using environmental print to read/write <input type="checkbox"/> chanting and creating actions for high-frequency words <input type="checkbox"/> recognizing and circling high-frequency words and familiar words during shared reading and interactive writing (K & 1) <input type="checkbox"/> using letters/letter clusters to read and spell <input type="checkbox"/> discussing and applying knowledge of phonics to new words <input type="checkbox"/> dividing words into syllables and arriving at an appropriate pronunciation <input type="checkbox"/> building words using letter tiles <input type="checkbox"/> sorting words by generalizations and patterns <input type="checkbox"/> working with a partner to transfer and apply knowledge of patterns <input type="checkbox"/> using rules of phonics to spell familiar and unfamiliar words <input type="checkbox"/> orally emphasizing hard-to - 	<p>working with patterns, playing games, reviewing new words and all words (see <i>Working with Words Guide</i>, K-3 or <i>Literacy Support Guide</i>, 4-6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> introducing necessity for rapid recognition of high-frequency words for use when reading and writing <input type="checkbox"/> displaying high-frequency (useful) words on the word wall (K-3) or word resource wall (4-6) and encouraging the use of the word wall to assist spelling accuracy <input type="checkbox"/> insisting that high-frequency words be spelled correctly on daily writing ('no excuses' words) <input type="checkbox"/> highlighting and drawing attention to high-frequency words during Shared/Guided Reading and Interactive/Shared Writing <input type="checkbox"/> testing students' recognition of and spelling of high-frequency words <input type="checkbox"/> conducting other focused high-frequency lessons (see <i>Working with Words Guide</i>, K-3 and the <i>Literacy Support Guide</i>, 4-6) <input type="checkbox"/> providing opportunities for independent practice with the high-frequency words (e.g., at literacy centres, follow-up practice) <input type="checkbox"/> encouraging the use of personal dictionaries or word resource wall folders (grades 4-6) <input type="checkbox"/> providing tips for parents by sending home a list of the week's focus words and ideas for family members to practice the words in fun ways with students <p>Word Building and Solving:</p> <p>Build the Word:</p> <ul style="list-style-type: none"> <input type="checkbox"/> preparing for the activity by arranging the word cards (available on the Scholastic web-site) in clusters of three-letter words, four-letter words, etc. and placing the teacher letters on a pocket chart or using the letters on an interactive whiteboard <input type="checkbox"/> distributing letter tiles (K-3) or letter strips (4-6) for use in 'Build the Word' activities <input type="checkbox"/> explaining that the building words activity helps students to understand how longer words are constructed based on common patterns <input type="checkbox"/> showing students how to signal their knowledge of the 'mystery word' – word that uses all letters provided <input type="checkbox"/> conducting the lesson – stating the number of letters in the first word, saying the word and putting it in a contextual sentence, having a student build the word, asking students to check their word, placing the word card in a pocket chart or on an interactive whiteboard 	<ul style="list-style-type: none"> • What routines have you put in place when students are working independently on practice activities? • What does your assessment data tell you about the transfer of word-solving concepts to student reading and writing?
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<p>hear sounds in difficult, complex words</p> <ul style="list-style-type: none"> <input type="checkbox"/> using word patterns to help with word pronunciation and spelling <input type="checkbox"/> using syllables to help determine the meaning of unfamiliar words <input type="checkbox"/> connecting common spelling and pronunciation patterns among related words <input type="checkbox"/> identifying root words and using them to determine pronunciation and meaning of unfamiliar words <input type="checkbox"/> recognizing a variety of prefixes and suffixes and using the meaning of common affixes to understand and spell new words <input type="checkbox"/> identifying roots in related words and understanding origin of roots <input type="checkbox"/> constructing/deconstructing multi-syllabic words by applying their knowledge of generalizations <input type="checkbox"/> suggesting 'million dollar words' from text that has been read aloud <input type="checkbox"/> using new vocabulary when communicating orally and incorporating 'million dollar words' in written work <input type="checkbox"/> brainstorming ideas and adding examples to class-created charts <input type="checkbox"/> using various resources to confirm spellings, word meanings, or word choice <input type="checkbox"/> playing a variety of word/spelling games (e.g., Scattergories, Scrabble) 	<ul style="list-style-type: none"> <input type="checkbox"/> suggesting that family members use Scrabble tiles, or other tactile letters, to help students make word families at home <p>Sort the Words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> preparing word cards and pattern sort heading cards for the pocket chart and word sort packages for student partners <input type="checkbox"/> instructing students to work with their partner to sort the words to find as many patterns as possible <input type="checkbox"/> discussing word patterns that the students discovered <input type="checkbox"/> asking students to sort the words based on the lesson patterns and placing the word cards on the pocket chart to demonstrate the patterns <input type="checkbox"/> encouraging students to record the pattern sorts in their Working with Words notebook (grades 3-6) <input type="checkbox"/> recording word sort patterns on chart paper for future student reference <p>Transfer to Reading and Writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> distributing one transfer sheet (laminated) and dry erasable marker to each pair of students <input type="checkbox"/> instructing partners to read sentences/paragraph aloud together and indicate which words contain the patterns from the 'Sort the Words' activity (transfer to reading section) <input type="checkbox"/> discussing the new words and recording these on word cards to be added to the pocket chart/chart paper <input type="checkbox"/> reading the sentences/paragraph to determine the missing words (transfer to spelling section) <input type="checkbox"/> encouraging students to use their knowledge of the word patterns to spell the missing words <input type="checkbox"/> asking students for other words that might fit the spelling patterns <input type="checkbox"/> recording students' ideas on chart paper/interactive whiteboard <p>Extension Lessons</p> <ul style="list-style-type: none"> <input type="checkbox"/> involving students in extension lessons to highlight spelling strategies and concepts <input type="checkbox"/> adding examples of concepts (e.g., contractions, possessives, root words, and affixes) to the word resource wall for student reference during reading and writing demonstrations and lessons <input type="checkbox"/> promoting spelling strategies and word patterns <input type="checkbox"/> providing opportunities for independent practice with the word patterns (e.g., at literacy centres, follow-up practice) <input type="checkbox"/> conducting other focused word solving and building lessons (see 	
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<ul style="list-style-type: none"> <input type="checkbox"/> using mnemonics to spell difficult words <input type="checkbox"/> using word walls/word resource walls to assist with spelling and writing of high-frequency words <input type="checkbox"/> drilling high-frequency words with a partner to improve fluency <input type="checkbox"/> reading for speed and accuracy <input type="checkbox"/> maintaining a personal dictionary/word wall folder <input type="checkbox"/> using a thesaurus to explore alternative word choices <input type="checkbox"/> applying French pronunciations to French words absorbed into English (i.e., chalet) <input type="checkbox"/> understanding strengths and areas for growth and setting goals <p>Adapted from <i>Balanced Literacy in the Primary and Junior Classroom</i>, Thames Valley District School Board, 2007</p>	<p><i>Working with Words Guide</i>, K-3 and the <i>Literacy Support Guide</i>, 4-6)</p> <ul style="list-style-type: none"> <input type="checkbox"/> expanding students' oral vocabulary through brainstorming words with similar meanings and discussing their differences <p>Language Predictability</p> <ul style="list-style-type: none"> <input type="checkbox"/> using prompts to help students use cueing systems in an integrated way (e.g., "<i>Did that make sense?</i>" when a miscue results in meaning loss; "<i>Did that sound right?</i>" when the miscue resulted in a grammatical change; "<i>Did you check that out?</i>" when the student needs to pay closer attention to visual-sound cues) <input type="checkbox"/> pausing at a predictable word in a text so that students can use their language knowledge in order to predict words <input type="checkbox"/> demonstrating how to use context clues to work out word meanings <input type="checkbox"/> teaching spelling generalizations <input type="checkbox"/> exploring language through word play (e.g., puns, plays on words, multiple meanings, etc.) <input type="checkbox"/> dividing words into prefixes and suffixes and discussing how they alter the meaning of words <input type="checkbox"/> introducing Greek, Latin, and Anglo-Saxon roots (i.e., <i>auto</i> – Greek, <i>decem</i> – Latin) and attaching meaning to the roots (i.e., <i>auto</i> – self, <i>decem</i> – ten) <input type="checkbox"/> drawing attention to word origins when introducing new vocabulary during Science, Math, Social Studies, or Health <input type="checkbox"/> creating charts of French words that have been directly absorbed into the English language <input type="checkbox"/> conducting other focused language predictability lessons (see <i>Working with Words Guide</i>, K-3 and the <i>Literacy Support Guide</i>, 4-6) <input type="checkbox"/> providing opportunities for independent practice with language predictability (e.g., at literacy centres, follow-up practice) <input type="checkbox"/> encouraging family members to play simple word games with students <input type="checkbox"/> suggesting that family members discuss difficult vocabulary with students when reading to their child, or when the child reads to them 	
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Look-fors – Comprehensive Literacy – Inquiry

Inquiry Process	Look-fors
Choose a Good Question	<ul style="list-style-type: none"> Negotiate points of inquiry with class so that the combined research from groups helps to answer the framing question. Form Inquiry Groups based on students who are interested in each of the points of inquiry (4 or 5 students per group). Ensure groups have a researchable question. Help students to refine their questions. Post charts with students' questions as a reference. Provide time for students to meet in groups to discuss their formative thinking. Conduct mini-lessons to aid students in finding a researchable question. <p>• Assessment Strategy: contributions to whole group and small group sessions.</p>
Investigate My Question	<ul style="list-style-type: none"> Collect a variety of research materials including: books, videos, websites, etc. for points of inquiry and display in the classroom. Assist students/groups with choosing resources. Confer with each group to ensure students have readable materials. Dialogue with students about ways of learning more about the topic (e.g., talking with experts, fieldtrips, community events). Help students to refine and adjust initial plans. Teach mini-lessons to assist students in honing their inquiry focus and working collaboratively. <p>• Assessment Strategy: participation with group and examine work samples</p>
Analyze and Interpret My Findings	<ul style="list-style-type: none"> Confer with each group as to progress they are making with research. Encourage sharing, participation, and cooperation with others. Strategically teach mini-lessons that target students' needs with respect to describing patterns, analyzing information, and drawing conclusions from a variety of sources. <p>• Assessment Strategy: participation in inquiry groups and examine work samples</p>
Share My Learning	<ul style="list-style-type: none"> Review the culminating task. Hold a discussion about quality work in regards to the culminating task and set criteria with students. Confer with each group and discuss how they are going to share their learning. Help groups to find an audience for type of presentation, demonstration, or product. Provide large blocks of time for students to complete the culminating task. Create opportunities for students to celebrate their learning. <p>• Assessment Strategy: project created and sharing of learning</p>
Reflect on My Learning	<ul style="list-style-type: none"> Debrief the process used in inquiry and ask what things students/groups would do differently next time. Use strategies and tools for self-reflection and group reflection. Hold a whole group session to list questions students now have about the topic and discuss how they differ from the questions at the beginning of the inquiry. Discuss the importance of this learning to students' understanding of the world. <p>• Assessment Strategy: reflection activities</p>

Appendix E - Writing Forms Across Grade Levels 1-8

Note:

- Indicates forms of writing expected to be taught at each grade level
- Indicates forms of writing students might “experiment” with, though students are encouraged to experiment with a variety of forms for different purposes at all Grade levels.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<ul style="list-style-type: none"> • Stories (BME) • Informational texts • Lists • Labels • Captions • Simple expository piece (explanation / learning journal) 	<ul style="list-style-type: none"> • Stories (pattern/original) • Learning logs • Poetry • Riddles • Friendly letters • Messages • Notes • Instructions • Explanations • Short info. reports • Narratives 	<ul style="list-style-type: none"> • Personal narratives • Descriptions • Letters • Invitations • Thank you notes • Reports • Poems • Directions • Recipes 	<ul style="list-style-type: none"> • Narratives • Factual Accounts • Explanations • Descriptions • Stories • Summaries • Reports • Letters • Poems • Journal entries • Express and explain a personal opinion 	<ul style="list-style-type: none"> • Narratives • Explanations • Instructions • Descriptions • Stories • Short bios • Research reports • Letters • Poems • Journal Entries ➤ Articles / news reports 	<ul style="list-style-type: none"> • Narratives (personal & fictional) • Descriptions (a place) • Expository (directions, a problem & solution) • Persuasive (letters to parents/ reviews) • Friendly letters ➤ Explain, report & inform ➤ poems 	<ul style="list-style-type: none"> • Personal/fictional narrative • Description (a character) • Explain, report, inform (news story) • Business letter • Persuasive letter ➤ Descriptive poem ➤ Tabloid story ➤ Short dialogue/ script ➤ Opinion piece ➤ Review 	<ul style="list-style-type: none"> • Personal / imaginary/ historical narrative • Description (landscape) • Inform (bio, documented research report) • Convince & persuade (a review) • Resume & cover letter ➤ Poetry (lyrical / narrative) ➤ Short dialogue / script)
**Note: Grade 4 and beyond should be composing multi-paragraph pieces.							

Appendix E - Writing Forms Across Grade Levels 9-12

Note:

- Indicates forms of writing expected to be taught at each grade level
- Indicates forms of writing students might “experiment” with, though students are encouraged to experiment with a variety of forms for different purposes at all Grade levels.

Grade 9	ELA A10	ELA B10	ELA 20	ELA A30	ELA B30
<ul style="list-style-type: none"> • Descriptions (multi-paragraph, character analysis & profiles) • Narratives (personal) • Explain (research report) • Persuade (persuasive essay) <ul style="list-style-type: none"> ➤ poetry (lyrical / narrative) ➤ précis ➤ short script ➤ advice column ➤ letters (friendly / business) 	<ul style="list-style-type: none"> • Descriptive passage • Book, film or video review • Character sketch • Social letters <ul style="list-style-type: none"> ➤ poem ➤ play ➤ anecdote ➤ short story 	<ul style="list-style-type: none"> • Convincing argument in support of a clearly defined position • Concise factual report • Business letters • Paraphrase summary of a speech heard or a passage read <ul style="list-style-type: none"> ➤ poem ➤ play ➤ anecdote ➤ short story 	<ul style="list-style-type: none"> • Personal / reflective essay • Outline for multi-paragraph composition • Paraphrase and précis of a passage read • Analysis of a literary text • Short research essay (own topic) • Letter of application and resume <ul style="list-style-type: none"> ➤ poem ➤ play ➤ anecdote ➤ short story 	<ul style="list-style-type: none"> • Paraphrase and précis of passage read • Review (poem / play / film / video) • Descriptive essay OR character sketch • Editorial AND letter to editor • Formal literary essay • Personal essay <ul style="list-style-type: none"> ➤ poem ➤ play ➤ short story ➤ chapter ➤ parody ➤ satire ➤ agenda / minutes ➤ diary entry 	<ul style="list-style-type: none"> • write and document a convincing argument • convincing literary analysis • short formal research essay • updated resume and cover letter <ul style="list-style-type: none"> ➤ poem ➤ play ➤ short story ➤ chapter ➤ parody ➤ satire ➤ agenda / minutes ➤ diary entry
**Note: Grade 4 and beyond should be composing multi-paragraph pieces.					

Appendix F - Complete Dolch Word List Divided by Level

Pre-primer	Primer		Grade One	Grade Two		Grade Three
a	all	under	after	always	why	about
and	am	want	again	around	wish	better
away	are	was	an	because	work	bring
big	at	well	any	been	would	carry
blue	ate	went	ask	before	write	clean
can	be	what	as	best	your	cut
come	black	white	by	both		done
down	brown	who	could	buy		draw
find	but	will	every	call		drink
for	came	with	fly	cold		eight
funny	did	yes	from	does		fall
go	do		give	don't		far
help	eat		going	fast		full
here	four		had	first		got
I	get		has	five		grow
in	good		her	found		hold
is	have		him	gave		hot
it	he		his	goes		hurt
jump	into		how	green		if
little	like		just	its		keep
look	must		know	made		kind
make	new		let	many		laugh
me	no		live	off		light
my	now		may	or		long
not	on		of	pull		much
one	our		old	read		myself
play	out		once	right		never
red	please		open	sing		only
run	pretty		over	sit		own
said	ran		put	sleep		pick
see	ride		round	tell		seven
the	saw		some	their		shall*
three	say		stop	these		show
to	she		take	those		six
two	so		thank	upon		small
up	soon		them	us		start
we	that		then	use		ten
where	there		think	very		today
yellow	they		walk	wash		together
you	this		were	which		try
	too		when			warm

* 'shall' has dropped out of use

Appendix G – Portable Word Wall – Dolch Words

<h1>Portable Word Wall</h1>		<p>and away (Aa) a are all as again ask about</p>	<p>big blue (Bb) be but by been before both bring better</p>	<p>can came (Cc) come could call children</p>	<p>down (Dd) do day draw did does</p>
<p>eat each end (Ee) every even</p>	<p>for (Ff) find first five fly funny from few food found</p>	<p>go (Gg) good give green get going great</p>	<p>her (Hh) help has how his here hold he had him have home</p>	<p>in (Ii) it I if is into its</p>	<p>just (Jj) jump</p>
					<p>(Kk) know keep</p>
<p>look (Ll) little live long light like let laugh</p>	<p>(Mm) me make may made man myself most my must many much men more</p>	<p>(Nn) not no never new now</p>	<p>(Oo) one out of over once off own on our open old or other only</p>	<p>(Pp) play pretty people please put pick</p>	<p>(Qq)</p>
					<p>(Rr) red ran round read run ride right</p>
<p>(Ss) said so say soon stop school same see she saw some show small</p>	<p>(Tt) the two that this too then thank their today than to three they there them take think these those time</p>	<p>(Uu) up us under use</p>	<p>(Ww) we with white will well when where which why way was want what went who walk were would write words</p>	<p>(Xx)</p>	<p>(Zz)</p>
		<p>(Vv) very</p>		<p>(Yy) you yellow yes your</p>	

Appendix H

<div>Graphic 14</div> From Assessment to Conferring: Sample Needs and Strategies			
What We Are Seeing	Potential Goals	Possible Strategy	Alternative Strategy
Reading too quickly	Fluency	Adjust and apply different reading rates to match text	Phrasing, use punctuation
Leaving off ends of words	Accuracy	Cross checking	Chunk letters together
Little expression, lacks prosody, and omits punctuation	Fluency	Phrasing, using punctuation	Voracious reading
Can't remember what was read	Comprehension	Check for understanding	Retell or summarize Make a picture or mental image Determine importance using theme, main ideas, and supporting details
Stalls on words	Accuracy	Skip the word, then come back	Blend sounds; stretch and reread
Student jumps right into reading story, then lacks understanding	Comprehension	Use prior knowledge to connect with text	Ask questions while reading Make connections to text
Doesn't remember details but understands the main idea	Comprehension	Retell the story	Recognize literary elements
Doesn't stick with a book	Reading Behaviors Book Selection	Read appropriate-level text Choose good-fit books	Voracious reading
Chooses books that are too hard	Reading Behaviors Fluency Expand Vocabulary Comprehension Accuracy	Read appropriate-level text	Ask, Does this make sense?
Can comprehend literally but can't read between the lines	Comprehension	Infer and support with evidence	Ask questions while reading Predict what will happen; use text to confirm
Reads words with correct letters but wrong sounds	Accuracy	Flip the sound	Cross checking
Sounds out each individual letter	Accuracy	Chunk letters together	Blend sounds
Beginning reader, knows few words but most letter sounds	Fluency Accuracy	Practice common sight words and high-frequency words	Blend sounds; stretch and reread
Doesn't remember details from nonfiction	Comprehension	Use text features (titles, headings, captions, graphic features)	Determine and analyze author's purpose and support with text
Doesn't understand the text because does not understand key word in selection	Expand Vocabulary	Tune in to interesting words	Reread to clarify the meaning of a word Ask someone to define the word for you



Appendix I

READERS WORKSHOP MINI LESSONS – TOPIC IDEAS

1. Procedural: Discuss format of Readers Workshop.

- How to choose 'Just Right' books
- How to know if you want to abandon a book, and what to do next
- How to fill in your Readers Log
- How to complete Reader Response activities
- Expectations, routines, and rules in reading workshop
- Goal-setting for reading
- Using the classroom library

2. What to do when you come to a word you don't know.

- Look at all the letters.
- Can use point and slide technique – cover letters with finger – uncover to reveal one letter at a time.
- Look for patterns that you know.
- Sound word by using beginning and ending sounds and any spelling patterns.
- Produce a word that sounds like a real word you already know.
- Keep your finger on the sentence and reread the sentence to cross-check your possible pronunciation with meaning.
- Does it sound right?
- Do the letters match the sounds?
- Does it make sense?
- Does it fit?
- Chunk the word if it is a big word.
- Look for a little word in a big word.
- If it doesn't make sense, go back to the word in the sentence and try to think of a word that would make sense and would have these letters.

3. Working out what words mean – Using Context clues

- Look at how a new word is used.
- Look at the other words in the sentence.
- Look at the sentences before and after the new words.

4. Reading for different reasons - Author's purpose. (more than 1 lesson)

- Non-fiction – inform us
- How-to manuals – instruct us
- Literature – pleasure, move us, amuse us, make us think
- Poetry – pleasure, move us, amuse us, make us think
- Newspapers and magazines – persuade us

5. Using reference sites and books - Study skills (more than one lesson)

- Search engines- teach how to use; create a format that is easy to use for age of your students; Sweet search, Diigo, symbaloo
- Reference books: use to model use of each – children use
- Dictionaries – meaning, pronunciation, spelling in alphabetical order
- Encyclopedias – information arranged in alphabetical order
- Atlases – books of maps
- Thesauruses – word lists that mean the same, some include opposite

6. Reading with expression

- Full stops, commas, question marks, exclamation marks, large print, bold print, italicized print, quotation marks
- Do the punctuation with visual acts:
Full stop– hold hand up to stop
Exclamation mark – bring fist down on other hand
Question mark – curve finger and hold by ear
Dialogue – take two fingers and hold by mouth

7. Strategies for answering open-ended questions.

- Turn the question into a topic sentence. (Turn the question around)
- Use details from the story.
- Staying on topic.
- Answering all parts.

8. Predicting Outcomes

- Use what you know about the past to guess what will happen in the future.
- Use what has happened so far in the story to make a guess.
- The answer is not written in the text.
- Adjust or confirm your prediction

9. How rereading helps

- Do this to help illustrate how rereading helps: Use a web
- Have students read for 2 minutes, close books
- Write down everything they remember
- Read again for 2 minutes
- Add to what was written the first time
- Repeat

10. Finding the Main Idea – Theme

- What is the story mostly about? Summarizing the story usually helps
- What is the author's message?

11. Theme

- Theme is something about life that the story teaches or expresses. Perhaps a theme may connect to the reader in various ways.
- Don't pick a theme that sounds good that isn't in the story.

12. Reading for facts – literal meaning - EXPLICIT

- ‘Right there’ questions: put your finger on the answer - Answers are right there in the text.
- ‘Think and search’ questions: answer is explicit, but must look in more than one place to find answer - Find the part of the story that has the facts you need to answer the question. Read this part again.

13. Making Inferences

- ‘author and you’ questions: assemble a reasonable answer
- ‘on your own questions’: the answer is not in the book.
example: how would you..... what do you think.....
figure them out in your head....answers not given in story.
use what you already about the topic and world.
Use clues from the story

14. Connections: (several lessons to accomplish this) from Mosaic of Thought

- Text to self
- Text to text
- Text to world

15. Deeper questions Schema, Metacognition from Mosaic of Thought

- Model how to ask yourself questions while reading
- What questions do you have while you read?
- What do you wonder about?
- Do you listen to the questions in your head?
p. 113 Mosaic of Thought chart of questions
- Good readers generate questions before, during, and after reading
- Good readers ask questions to:
clarify meaning
speculate about text yet to be read
- Good readers know that many of the most intriguing questions are not answered explicitly in the text but are left to reader’s interpretation.

16. Using sensory images to enhance Comprehension from Mosaic of Thought

- Model how to form images
- Good readers create images while and after they read.
- Good readers immerse themselves in images as they read.
- Good readers use images to draw conclusions.
- Good readers adapt their images as they continue to read.
- Create Literature Response Areas:
The Theatre Corner - dramatize scenes from text
The Book Talk Zone - discuss the images the text created
The Artists’ Studio - illustrate scene from the story - display
The Writer’s Den - students create written responses to stories

17. Reading Expository Text

- Do these one at a time writing down what was learned each time.
Look at text features:
 - 1) Think about what you already know
 - 2) Pictures, graphs, charts, illustrations, diagrams, captions
 - 3) Bold words, italics, titles, subtitles, highlighted text, colored text
 - 4) Read summaries, questions
 - 5) Read first and last sentence of each paragraph

18. When Comprehension Breaks Down

- What do you do when you don't understand what you are reading?
- Good readers know when they are understanding and when they are not understanding.
- How do you know when you are not understanding? ...
When things don't sound right.
I feel lost about the story.
I stop to think about the story, and can't recall any of it.
- Good readers also have a lot of strategies to use to help them understand something that is confusing or difficult. These are called Fix-It Strategies.
If it is a word:
Try to figure it out from context clues
Ask yourself – What would make sense?
If it is meaning: STOP
Reread the part that is confusing
Adjust your rate of reading
Pay attention to language conventions
Ask yourself what you already know about the text
Create a visual image in your mind and ask yourself
“What is happening here?”

19. Story Elements: Characters

- Characters: major, minor; Do they change? Stay the same? character sketch – describe and analyze
- Brave, funny, lazy – what words does the author use to describe character?
- How does the character act?
- What does he do?
- What does the character say? Do a character sketch or web.
- Stories with strong characters:
Song and Dance Man by Karen Akerman
Miss Rumphius by Barbara Cooney
Through Grandpa's Eyes by Patricia MacLachlan

20. Setting: Time and Place

- Where does the story take place? Use what you know.
- When does the story take place? Is it before or after something? Time of day? Year? Past? Present?
- Look for clues to help you figure out where and when the story takes place.
- Comparing settings: sometimes settings change within a story.
- Does the setting change? Is it integral to the story?
- Books with a strong sense of place:
Where the River Begins by Thomas Locker
Mufaro's Beautiful Daughter's by Jon Steptoe
Owl Moon by Jane Yolen

21. Plot: Action of story

- What is the problem? What caused it to happen? Resolution?
- Types of problems:
Man against man
Man against self
Man against nature

22. Comparing Characters (Use Venn Diagram)

- Books that have characters with very different traits.
Dinosaurs Before Dinner by Mary Pope Osborn
The Pizza Monster by Marjorie and Mitchell Sharmat
How are they alike? How are they different?

23. Biographies and Autobiographies

- Stories about people

24. Plot

- What is the central problem in the story?
- What caused it to happen?
- What is the resolution?
- How does the story end? This may be the resolution.

25. Sequence – order of events

- Sometimes events are told in the order they happen. Look for words: first, next, then, before, after, finally
- Sometimes events are told out of order. Flashback, starting in the middle or end
Louis, the Fish by Arthur Yorinks
Meanwhile Back at the Ranch by Trinka Hank Noble

26. Author's Point of View

- Look for something the author says about the person or topic.
- Look for how the author feels. (implicit or explicit)
The True Story of the Three Little Pigs by Jon Scieszka
Miss Rumphius by Barbara Cooney

True Blue by Joan Elste

Gila Monsters Meet You at the Airport by Marjorie Weinman Sharmat

27. Poetry and Poetic Language

- Format of poem
- Some rhyme, some don't
- Compact verses convey strong images and meaning

30. Similes

- Owl Moon by Jane Yolen
Tuck Everlasting by Natalie Babbett
Similes: She is as stubborn as a mule.
The clouds were like large cotton balls floating in the sky.

31. Idioms

- She was mad as an old wet hen.
- Can you give me a hand.

32. Cause and Effect

- One event causes another to happen - cause/effect chain
Bringing the Rain to Kapiti Plain
Once There Was a Tree by Natalia Romanova

33. Alliteration

- Some Smug Slug by Pamela Duncan
Over the Steamy Swamp by Paul Geraghty
Four Famished Foxes and Fosdyke by Pamela Duncan
After reading books, find examples in texts

34. Fact and Opinion

- Books with facts and opinions embedded in the text: Justin and the Best Biscuits; Secret of the Seal
 - Read a story. Sit in a circle and have each child tell a fact about the story or an opinion and state which it is.

35. Book Parts

- Title page
- Copyright page
- Dedication page
- Table of Contents
- Index
- Glossary

36. Summarizing

- Tell what story or paragraph is about in one or two sentences.
- Good to do as reading, especially textbooks – science and social studies
- Just tell important ideas. Teacher can prepare sentence strips with important ideas and some that are details and should not be included in the summary. After reading, children discuss and choose the sentences that would make a good summary.

37. Sequencing

- List important events on sentence strips. Tape to board out-of-order. Children discuss and place sentences in correct order.

38. Point of View

- First person – I, we, ours, me, us, mine
- Third person – she, he, them, theirs,

39. Plays

- Have the children point out how a play is different from a story - talk about the meaning of the terms character, scene, narrator, stage directions, cues, script

40. Personification

"The ancient car groaned into third gear."

"The cloud scattered rain throughout the city."

"The tropical storm slept for two days."

The nonliving objects in the above sentences (car, cloud, storm) have been given human qualities (groaned, scattered, slept). Adding meaning to nonliving or nonhuman objects in this manner is called personification.

Personify the following sentences. Change the words in parentheses to words that would describe a human's actions:

1. My bedroom door (opened).
2. The puppy (barked) when I left for school.
3. The leaf (fell) from the tree.
4. The flashlight (went on).
5. Hair (is) on my head.
6. The CD player (made a noise).
7. The net (moves) when the basketball goes through.
8. The player piano keys (moved up and down).
9. The space shuttle (took off).
10. The little arrow (moves) across the computer screen.

Write your own original sentences that describe objects through personification.

41. Determining Importance Mosaic of Thought p. 95

- Word level
- Sentence level
- Text level
- Expository text – use subtitles, pictures, charts, captions, titles, boldface words, italicized words, begin or end passage
- Narrative text – what was the author wanting to tell me?

42. Reading/Listening Transfer Lesson Outcomes

"Transferring comprehension from listening to reading"

1. Set the purpose for listening: "On the board, I have listed five possible outcomes for the story I will read to you. As I read, try to think how the story might come out. I will stop and we will choose one of these outcomes, then I will finish the story and see if we were right."

2. Read the story, stop and ask children to predict which will be the real outcome. have children support their predictions with actual events from the story.
3. Finish the story.
4. Give the students part of a story to read and a sheet with five possible outcomes. Remind them that they will do the same thing in reading as they did in listening.
5. Students read the passage and choose the most likely outcome.
6. Give the students the rest of the story to read; they explain which events in the story led them to choose a particular outcome.

43. Listening/Reading Transfer Lesson Main Idea

"Stating the main idea of a selection is very difficult for most primary school children. Often they do not understand exactly what is being asked of them. Stating the task in several ways (main idea, most important idea, what you would tell someone if they asked you about) often clarifies the task."

1. Set the purpose for listening. "There are three sentences on the board. All are about things that happen in the story I am about to read to you. As you listen try to decide which sentence tells the main idea of this story, the most important. Try to choose a sentence you would tell someone if they asked you what this story was all about."
2. Read the selection
3. Have the children volunteer choices for main idea; have them explain why that choice seems to tell what the story is mainly about and why the others don't.
4. Give the children sheets with three sentences and a story. Tell them to read to determine which of these sentences tells the main idea.
5. Children read and choose the main idea
6. Children share their choice and the explanation for that choice as a whole class or in small groups.

"As in the sequence of events lesson, this lesson can and should be varied. Many paragraphs have a topic sentence. Children may select the topic sentence after reading and listening. The most difficult main idea task is stating the main idea in one's own words.


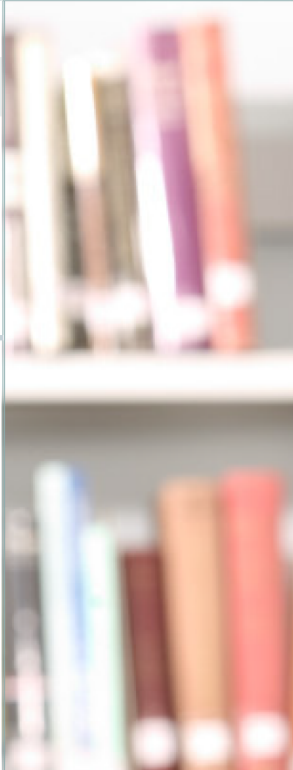
Appendix J - Reading Mini Lesson Template

Lesson Focus/Outcome Connection:

Materials:

Connections	<p>Yesterday we were working on ...</p> <p>Today I am going to teach you ...</p> <p>Because ...</p>
Teaching <ul style="list-style-type: none"> • Demonstration • Guided practice • Explain & give an example • Inquiry 	<p>Let me show you how I ...</p> <p>Hmmm ... I'm thinking ...</p> <p>Did you see how I ...</p>
Active Engagement <ul style="list-style-type: none"> • “turn and talk” to a neighbor, • try out work alone, • or plan their work. <p>What text will you use for the active engagement?</p>	<p>Now you are going to have a try. You are going to ...</p>
Link	<p>Today and every day when you are reading, you can ...</p>
Independent Work Time	<p>Students will</p>
Share <p>We tie the closing to the mini lesson, and use it as a time to validate, troubleshoot, or further instruct.</p>	

Appendix K – Vocabulary Support – Living Sky School Division

<div data-bbox="609 373 703 478"></div> <div data-bbox="316 447 594 474">Living Sky School Division No. 202</div> <div data-bbox="868 447 990 474">January, 2015</div> <div data-bbox="332 529 933 602"><h1>Building Vocabulary</h1></div> <div data-bbox="435 726 816 764"><h3>Wordhunter's Collection</h3></div> <div data-bbox="701 760 867 789"><p>Judith Nicholls</p></div> <div data-bbox="384 812 669 930"><p>There's wiggle and giggle Goggles and swatch, Straggle and gaggle And toggle and itch.</p></div> <div data-bbox="384 951 678 1068"><p>Glimmering, shimmering, Glistening, twinkle, Poppycock, puddle And muddle and pimple.</p></div> <div data-bbox="384 1092 639 1211"><p>Peapod and flip-flop, Rickety, dodo, Murmuring, lingering, Galaxy, yo-yo</p></div> <div data-bbox="384 1234 592 1350"><p>Extra terrestrial's One that I love, Betelgeuse, Pluto- Heavens above!</p></div> <div data-bbox="384 1373 716 1491"><p>Who would not fall For a bird called a chickadee? A widgeon or warthog Or just the old chimpanzee?</p></div> <div data-bbox="384 1512 657 1627"><p>Many's the word That I capture each day, Whispering each Till I know it will stay.</p></div>	<div data-bbox="1027 300 1318 1064"></div> <div data-bbox="1076 1155 1265 1255"><p>THE BEGINNING OF WISDOM IS TO CALL THINGS BY THEIR RIGHT NAMES. —CHINESE PROVERB</p></div> <div data-bbox="1045 1293 1271 1318"><p>BUILDING VOCABULARY</p></div> <div data-bbox="1045 1323 1289 1598"><ul style="list-style-type: none">✓ What Do Others Say (research)✓ Providing Rich and Varied Language Experiences✓ Teaching and practicing Individual Words✓ Teaching Word –Learning Strategies✓ Fostering Word Consciousness</div>
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You can't meet friends if you...stay at home by yourself all the time. In the same way, you can't build up a vocabulary if you never meet any new words. And to meet them you must read. The more you read the better. A book a week is good, a book every other day better, a book a day is still better.

Rudolf Flesch and Abraham Lass, Professional Writers

WHAT DO OTHERS SAY

Although more than one hundred years of research supports the importance of vocabulary instruction for student success (Graves 2006), most teachers still provide very little direct vocabulary instruction (Overturf, Montgomery, Smith, 2013).

Instruction in vocabulary leads to gains in comprehension (National Reading Panel, 2000).

What affects word learning?

- A student's schema, an organized collection of information that represents prior knowledge.
- A student's facility with English
- Language used by mentors – parents, teachers, friends, caregivers, siblings).
- Socioeconomic status
- Purpose, relevance and curiosity (Bromley, 2012)

Reading Comprehension, words solving, and vocabulary knowledge are deeply connected. If we are talking about reading instruction, particularly for struggling readers, then we must address the area of vocabulary, which is an important factor in both decoding and comprehension. (Fountas and Pinnell, 2009)

Vocabulary instruction is most effective, and is most likely to influence students' comprehension, when it is rich, deep, and extended. (Graves, 2006)

It is likely that your students who find reading difficult are also the students who have limited vocabularies. (Fountas and Pinnell, 2009)

According to Montgomery (2013), in order to truly 'learn' vocabulary, typically-developing students need to encounter a word **12 times**. Students with a language impairment need **25** exposures to learn a new word. Low SES students with language impairment may need **more than 25** exposures to truly learn vocabulary words that are used in reading. - Jen's

According to Biemiller (2003), for children to become proficient readers, they need to learn 5-6 new words per day. That's 38 words per week, 2000 new words a year, 10,000 words by age 6 years.

Knowing a word by sight and sound and knowing its dictionary definition are NOT the same as knowing how to use the word correctly and understanding it when it is heard or seen in various contexts. (Miller and Gildeg, 1987)

RESEARCH REVEALS THE RIGHT APPROACH:

Some words are more important to teach than others.

Students have to learn words at more than one level.

Students learn words when they experience them multiple times.

Students learn words by making connections to words they know.

Students can learn words by:

- Wide reading
- Rich conversations
- Word play
- Direct instruction
- Writing



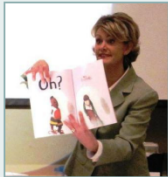
PROVIDE RICH AND VARIED LANGUAGE EXPERIENCES

Imagine walking into a world where words come alive! Words are noticed, played with and talked about. There are books, words games, word puzzles, references and electronic tools. Time is used to explore and play with words, to read widely and write frequently. Conversation is encouraged, stimulated and deepened. Everyone is learning a repertoire of problem solving skills to figure out what different words mean. This a classroom that provides rich and varied language experiences.

Providing these types of language experiences lays the foundation for increasing students' vocabulary. Research tells us that students learn more words than we can teach them. This suggests that learning is provoked incidentally from all kinds of contexts :books and other written media, conversations, and other media such as television, music, social media, etc.

"The language in children's books is more complex and contains more rare words than testimony in court, college graduates talking to friends or spouses, or prime adult television shows."
Hayes and Ahrens, 1988

RICH AND VARIED LANGUAGE EXPERIENCES: STRATEGIES



Wide Reading

The value of talk around book reading lies in the way it can promote student's familiarity with new, or rare, words.
(Dickinson & Smith, 1994)

WIDE READING: READ ALOUD, SHARED, and INDEPENDENT

Some questions to prompt the noticing of words during wide reading are:

- Tell me about some interesting words you heard while listening to the read-aloud.
- Why are these words interesting to you?
- What pattern do you notice the author using?
- What kind of words are common?
- Did you notice any words that remind of a different word?

Collect noticed words. Discuss which ones are worthy of further investigation.

Use Text Talk to deepen word understanding.

Example of text talk using absurd:

If I told you that I was going to stand on my head to teach you, that would be absurd. I'll say some things, and if you think they are absurd, say "That's absurd!" If you think they are not absurd, say "That makes sense."

I have a singing cow for a pet.
 I saw a tall building that was made of green cheese.
 Last night I watched a movie on TV.

Predict-o-gram: focuses discussion around a narrow selection of words as they anticipate how these words will be included in the story.

Choose known and unknown words and share with students—cards, chart, etc. Students work together to predict story plots or character relationships.

Exclusion Brainstorming: Helps students activate and build prior knowledge of a topic as a way of learning new words or phrases that connect to a larger concept

- Write the vocabulary words on the board including one that is not in today's reading.
- Discuss their meanings.
- Have students predict which word will NOT be in today's reading. Record the predictions. Read the text.
- Discuss which words were used, and how they were used.

**RICH AND VAIED
LANGUAGE
EXPERIENCES:
STRATEGIES**

Authors give us 'Gifts of Words', wonderfully composed phrases that capture the essence of what they want to say. (Scott et al, 2008).

The amount of talk that students do is correlated with their achievement. (Fischer and Frey, 2014)

Reading and writing float on a sea of talk. (Britton, 1970)

3

GIFT OF WORDS (Scott et al, 2008)

The gift we are given by powerful writers is the joy we find in their exquisitely chosen words that bring their ideas to life. They are the phrases that make us stop and breathe, imagine, and laugh or cry.

How to:

1. Stop when reading a particularly well crafted phrase or sentence.
2. Discuss the image created, the emotional impact.
3. Analyze how the author used their words
4. Deposit the 'gift of words' in a Bank of Powerful Language.
5. Refer to the Bank of Powerful Language to:
 - Add more phrases/sentences
 - Sort them according to use of literary techniques (similes, personification, etc.)
 - Encourage students to 'borrow' from the word bank (use them as mentor sentences) to use in their own writing

Tips to consider:

1. Collecting the phrases can become overwhelming. One idea is to have student store their own in a notebook or other system. When they have 1-2 have them choose their favourite 2 to deposit in the bank.
2. Keep the Bank of Powerful Language fresh by reorganizing it, spring cleaning, choosing your best ever to post elsewhere, etc.



RICH TALK

Rich talk is not formulaic or random. Teachers support students as they learn to engage in rich and deep conversations around ideas they care about. Rich talk is founded on a conversation founded on a n idea or topic that all participants connect with. It includes questions and answers, probing comments, disagreements, and the use words. It gives a context for incidental and direct vocabulary instruction. Rich talk allows students to not only hear new vocabulary being used correctly, but also to practice their own new words.

How To:

1. Discuss a response to "What is the most important word in this paragraph/ chapter/poem?"
2. Teach students protocols and prompts they can use when discussing
3. Help students set goals: talk more, listen more, ask a questions, use a new word
4. Engage in rich talk with students individually.
5. Elbow Partner Exchange
Two students sit next to each other and engage in purposeful conversation on a topic related to the lesson. The teacher provides prompts to guide the discussion—share background knowledge, questions, descriptions
1. Give students time to think. Research has shown that boosting wait time (even by as little as 3-5 seconds) increases the likelihood that more students will join in the discussion (Keene, EL 68)

TEACHING AND PRACTICING INDIVIDUAL WORDS

Students need to learn more words than we can teach them, roughly 3000-4000 a year. This implies that many words are learned incidentally, being surrounded by rich language experiences. However, there are many words that students need support to learn. How do we choose those words?

The Three Tiers (from Beck, et al, 2002)

Tier One Words: Everyday speech words. These are words that students hear in daily language, and can easily define or use in spoken and written language. (book, orange, happy)

Tier Two words: Frequently used that cross over several contexts (hesitated, expectation absurd)

Tier Three words: Domain specific words, words that aren't frequently used, often limited to specific domains. (Isotope, lathe, peninsula)



*The difference between the almost right word and the right word is really a large matter—it's the difference between the lightning bug and lightning. A word is like a lightning bug. The **right** word is like lightning.*
Mark Twain

Kucan (2002) suggests guidelines for selecting Tier Two words.

Useful— It can be used in many contexts. Is it a word that students are likely to meet often in other texts? Will it be of use to students in describing their own experiences?

Understandable—Children have some ideas or concepts to connect to the new word. How does this word relate to other words, to ideas that students know or have been learning? Does it directly relate to some topic of study in the classroom? Might it add a dimension to ideas that have been developed?

Interesting—What does this word bring to a text or a situation? What role does the word play in communicating the meaning of the context in which it is used?

Keep the number of words small—go deep instead of wide.

Marzano's Instructional Routines (Marzano, 2004):

Introduce and show the word.

1. Describe it, say it, read it, in context, kid-friendly definition
2. Restatement: student restate the definition in their own words
3. Graphic Representations—students draw their understanding
4. Activities—students deepen their knowledge of the word
 - Morphology analysis
 - Synonyms and antonyms, examples, non-examples,
5. Discussion—explain their definitions and understanding, use the word
6. Games—student practice playing with words in and out of context



**TEACHING AND
PRACTICING INDIVIDUAL
WORDS:
STRATEGIES**

*One forgets words as one
forgets names. One's vocab-
ulary needs constant ferti-
lizing or it will die.*

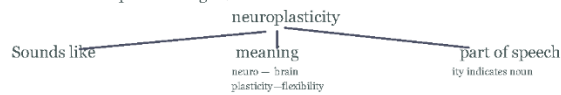
Evelyn Waugh

STRATEGIES

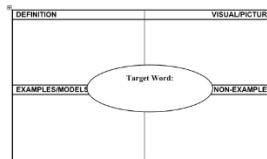
Learning words involves 3 basic cueing systems: semantic (meaning), syntactic (structure), and graphophonic (spelling/decoding). A quick analytical activity:

Write an unknown word.

Ask the students to guess what it sounds like, what it means, and what part of speech it might be.



Fruyer model—graphic organizer for making associations



Vocabulary Rock and Roll—students roll a dice and perform the task assigned to the number

- 1 define the word
- 2 draw it
- 3 make a list of synonyms
- 4 what does it remind you of?
- 5 Use the word in a sentence
- 6 make a list of antonyms

Word of the Day

Teacher or students select the word of the day. Use the word as often as possible in daily language, both oral and written. When they hear it or see it in print, document its use.

7 Up Sentences—Ask student to say or write a 7-Up sentence with at least seven words. This requires them to use adjectives, adverbs, and prepositional phrases in order to demonstrate concrete understanding of the meaning.

Vocabulary Notebooks

A vocabulary notebook houses a collection of newly learned words and is used by the student as a resource. It is ungraded, but monitored for accuracy. Notebooks include:

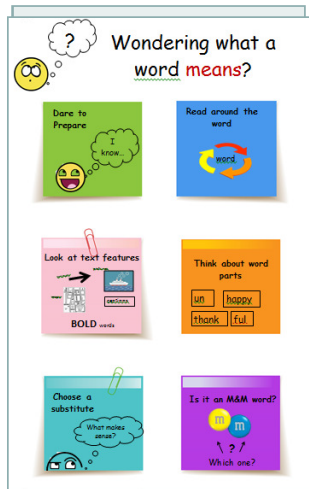
- interdisciplinary connections
- new insights about a word
- Restatements of word explanations
- Morphological analysis of words

Commonly used entry forms:

- Fruyer model
- 3 column word chart (word, synonym, antonyms)
- Morphological analysis template (prefix, root, suffix)

Games

Marzano claims that games may be one of the most underused instructional tools in education. Tried and true games (Jeopardy, Pictionary, charades), Boggle, Scrabble, etc.), apps and websites, as well as student created games all give students the opportunity to re-energize, review familiar words, and discover new words.



TEACHING WORD-LEARNING STRATEGIES

Powerful instruction is needed to teach students word-learning strategies—using context, words parts and the dictionary to glean word meaning. *Graves and Watts 2002*

Students encounter words in the midst of their own independent reading. They need to have a repertoire of how to find the meaning for new vocabulary. Those strategies need to be taught. Graves (2002) suggests the following strategies:

- Using context clues
- Using word parts
- Using the dictionary and related reference tools

Teach student self-reflection: What did I learn today about figuring out new words? How can this help me when I read on my own?

As students develop a deeper schema, their word-learning strategies are strengthened.

Help all kids learn the words of their language and you'll go a long way toward helping them become skillful readers, skillful writers and skillful communicators.

Nancy Bigelow

TEACHING WORD LEARNING STRATEGIES

Most vocabulary is learned from context, and if we can increase students' proficiency in learning from context even a small amount, we will greatly increase the number of words students learn.

Graves, 2006

Students need to realize that it is okay to take a stab at unfamiliar words and figure out an approximate meaning from the context.

Ellery 2005

6

CONTEXT

Three kinds of Context Clues:

DIRECT DEFINITION—the definition of the unknown words comes right before or after it. *i.e. There are many theories, or ideas, about what caused the Ice Age.*

ANTONYM CLUES—words around the unknown word that mean the opposite or nearly the as the word. *i.e. The blade of grass was massive compared to the tiny one.*

SYNONYM CLUES—words around the unknown word that mean the same or nearly the thing. *i.e. I hate, dislike and detest eating brussel sprouts.*

how to find meaning using context clues

Type of Clue	How to Use It
Look for a definition or a synonym	
Look for an antonym	
Substitution (what word could you substitute for the unknown word?)	
Look for lists or examples	

Prompts to Support Use of Context Clues:

What do you know about the words from this sentence?

What clues are in the sentence that helped you figure out the word?

Try to think of how you can use this words as a noun or a verb.

Cloze Procedures—predict an omitted word using surrounding context, and cross-check with several cueing systems.

Limitations of Context Clues

Context clues only give the immediate definition for that particular context.

Context clues seldom lead to a precise, complete definition.

Sometimes the passage will not contain clues to the meaning of the unfamiliar word.

TEACHING WORD LEARNING STRATEGIES

Morphological knowledge allows them to unlock the meanings of words they encounter. (Bromley, 2012)

Most linguists agree that Greek— and Latin-derived words comprise a good percentage of the words used in English texts, with some estimates as high as 60 percent. (Overturf et al, 2013)

Three out of four words in the English dictionary have foreign origins. (Bromley, 2012)

I realized I am not just teaching my kids about vocabulary—I am teaching them about the world. (Overturf et al, 2013)

MORPHOLOGY

Morphology is the study of word parts. It involves knowledge of:
morphemes—word parts based on meaning (inflectional endings, affixes, and base words or roots)
graphemes—individual letters that may be joined in ways that hold no meaning (blends and letter clusters)

Instructional elements in morphemic analysis are compound words, word families and derivatives, affixes, Greek and Latin roots, and cognates.

Compound words are the first step in morphology study. Looking for words within a word helps train students to notice the familiar and use that to come to an understanding of the meaning.

Bulletin Board *Do I know my 1+1's ? posted index cards with compound words*

Collect as students encounter words in reading a speaking

Students use the bulletin board to read and use in writing

Word Association encourages students to make categorizations according to their graphic similarities. (Bromley, 2012). It helps students see how an inflectional ending changes the meaning of the word. Onset and rhyme work help student build their sight vocabularies.

Making Words (Cunningham etl al. 2001) is a strategy for building words by manipulating letters, onsets, and rhyme

Proficient readers usually have learned how to use **Prefixes, Suffixes, and Greek and Latin roots** to understand word relationships and decipher longer, unfamiliar words. (Overturf et al, 2013).

Crystal Ball Words is a graphic organizer that moves students to look deeply into a word (Overturf, 2013). Students analyze a word using its word parts. Those parts are then transferred to other words, multiplying the learning.

Word		
Prefix	Base	Suffix
Prefix with this	Base with this	Suffix with this
Other words with this prefix	Other words with this base	Other words with this suffix

Word Pyramid (Bromley, 2012) builds students' abilities to explore the meaning of word parts.

Write the word on the top line of the pyramid.

Write the word's component parts on the next two lines.

Write the synonyms or words that define each component on the next four lines.

Write one or two sentences using the target word correctly on the last two tiers of the pyramid, with five and then eight words per line.

Word Sums: prefix + base + suffix e.g. sign + s = signs ; de + sign+ation

Mountains suggests a 3 step direct morphological instruction (Bromley, 2012):

When you teach a word, gradually teach its derivative forms.

When you teach an affix, introduce it with words that carry its most common meaning.

When you teach a word that has meaningful parts, deconstruct and reconstruct the word.

USING A SCHEMA/PRIOR KNOWLEDGE

Proficient readers use their knowledge of words and their world to gain understanding of words. The challenge is to continually develop their schema

Activating schema:

Choose a substitute—Does it make sense?

Is it an M&M word (multiple meaning)? Which meaning makes sense?

What topic related words do I know ?

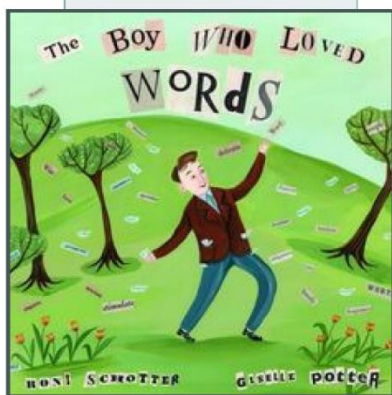
What other words do I know that look and sound similar?

Vocabulary (Bromley , 2012) requires students to take turns giving clues and using their schema. An index card with a word is taped on the back of each others' back, without revealing what the word is. Students wander around the room reading each other's word. They give each other clues that deal with meaning, until the student guesses the word on their back.

RESOURCES

USING DICTIONARY DEFINITIONS TO TEACH VOCABULARY IS USUALLY INEFFECTIVE. Dictionary definitions are not necessarily designed to give the clearest explanation for a word; in fact, they are designed to save space. Alternatively, descriptions rather than definitions can be used to explain and exemplify words by illustrating the word in sentences or explaining it in contexts in which it is commonly used. This helps students gain a clearer understanding of the word and how it is generally used.

http://www.nuramurresearch.com/resources/tips/vst_tips_archive



WORD CONSCIOUSNESS

The strongest motivation for learning vocabulary is the love words. Teachers can provide rich experience, teach new words, and word-learning strategies, but students will not truly take on the challenge if we don't enthusiastically show them that words are compelling and fascinating.

Blachowicz et al (May 2013) list the elements for creating word consciousness:

- Create an interest in words and an awareness of how they work (e.g. figurative language, idioms, etc.)
- Enjoyment of words and word play
- Appreciation of the nuance of word choice authors and speakers make
- Recognition of different domains and registers for vocabulary (e.g. playground vs. classroom)
- Ability to use words well and for one's own purpose in both speech and writing

Word consciousness,- and especially understanding the power of word choice – is essential for sustained vocabulary growth. Words are the currency of written language. Learning new words is an investment, and students will make the required investment to the extent that they believe that the investment is worthwhile. Scott et al, 2006

HINK PINK #1

What is a black crow that does not fly fast?

A slow crow

HINK PINK #2

What do you call a rabbit that tells jokes?

A funny bunny

HINK PINK #3

Who is an unhappy father?

A sad dad

Create an interest and awareness of words:

Keep words visible: charts, collections, Vocabulary Word Wall, individual collections

Teach and note figurative language: simile, metaphor, alliteration, personification, onomatopoeia, etc.

Collect and represent idioms

M&M words—words with multiple meanings

Enjoyment of words and word play

Word play – rhymes, puns, riddles, homophones, hink pinks.

What did the alien say to the book? Take me to your Readers!

Why is six afraid of seven? Because seven eight (ate) nine!

Appreciation of the nuance of word choice authors and speakers make

Shades of meaning – use paint samples to collect words with variance in connotation



Recognition of different domains and registers for vocabulary

Role play how you might say the same thing in different situations

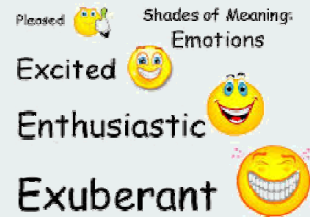
Ability to use words well and for one's own purpose in both speech and writing

Writing encourages students choose the best word possible.

Notice words – fun words, sophisticated words, hard to pronounce words

Effective Teachers of Vocabulary:

- Show excitement and interest in words
- Curiosity and passion for words
- Use out of the ordinary, powerful and appealing words
- Encourage students to interact with words and with each other
- Create situations for students to invest in words small groups and individually



Additional resources

(graphic organizers, links, etc.) :

In school Literacy Coach

<http://learning.lskysd.ca/languageandliteracy/reading/vocabulary/>

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RICH AND VARIED LANGUAGE EXPERIENCES



“The language in children’s books is more complex and contains more rare words than testimony in court, college graduates talking to friends or spouses, or prime adult television shows.”

Hayes and Ahrens, 1988

TEACHING AND PRACTICING INDIVIDUAL WORDS



*The difference between the almost right word and the right word is really a large matter—it's the difference between the lightning bug and lightning. A word is like a lightning bug. The **right** word is like lightning.*

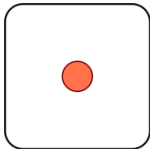
Mark Twain

Definition		Picture	
Synonyms/Examples		Antonyms/Non-Examples	
Sentence:			

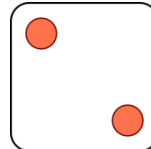
Definition		Picture	
Synonyms/Examples		Antonyms/Non-Examples	
Sentence:			



Vocabulary Rock and Roll



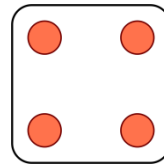
**Define
the
word**



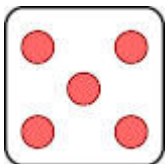
Draw it!



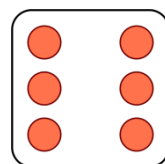
**Make a
list of
synonyms**



**What
does it
remind
you of?**



**Use the
word in a
7-Up
sentence**



**Make a
list of
antonyms**

The Very Cranky Bear – Direct vocabulary instruction using Marzano’s Steps

CR.4 – Reading; Cueing Systems; semantic

CC.4 – Writing; Cueing Systems; semantic

CC.3 - Speaking; Cueing Systems; semantic

Choosing words:

Read the book and collect words that Gr. 1 or 2 students need to know to understand the story.

Tier 2 words: marvelous, fantastic, noticed, gnashed, fetched

Check on pg. 4 to determine which ones you can easily teach them, and which ones need explicit, intense instruction

Before

Preteach vocabulary:

Step 1 Describe the word: pronounce, clap, chunk, define, put it into a context

4. Show the word
 - pronounce, clap, chunk, read
5. Define
 - marvelous –it is very wonderful
 - gnashed – angry action with your teeth
 - fetch – to go and get
6. Context – use cloze procedure

The peacock had _____ feathers.

The wild thing was angry and _____ his teeth.

Please _____ my blanket for me.

Step 2 Restate – have the students tell each other what the three words mean

During

Reading the book

3. For enjoyment with a brief oral response discussion after the reading
4. Find the vocabulary words in the story and discuss their meaning and context.

Step 2 Restate - Think of your definition, did it change?

After

Getting to know the word

Step 3 and 4 –non-linguistic representation and word investigation

3. Give the Frayer model and have students complete. Scaffold as necessary.
4. Rock and Roll Vocabulary game

Step 5 - Discussion

3. Write the words under a photocopy of the cover of the book and post.
4. Students will now use and notice the word whenever possible – reading, discussions, writing

TEACHING WORD-LEARNING STRATEGIES

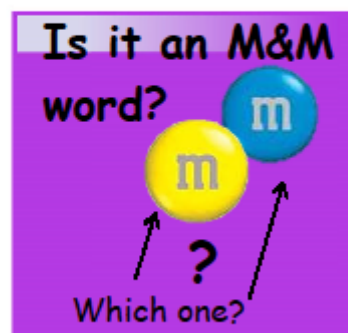
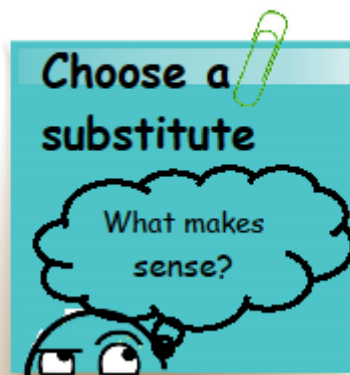
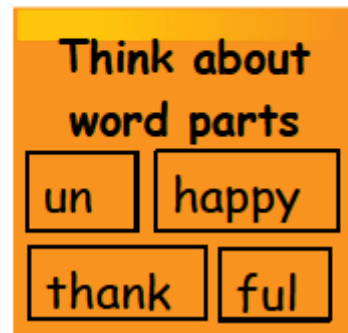
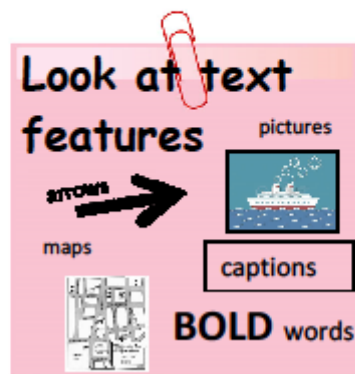
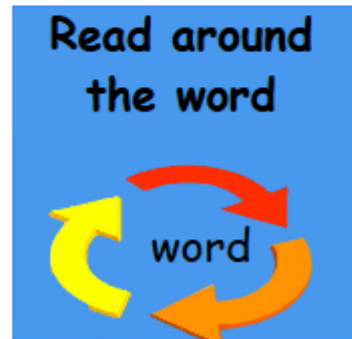


Help all kids learn the words of their language and you'll go a long way toward helping them become skillful readers, skillful writers and skillful communicators.

Nancy Bigelow



Wondering what a word **means**?



Context Clues

Types of Clue	How to Use It
Look for a definition or a synonym	
Look for an antonym	
Substitution (what word could you substitute for the unknown word)	
Look for lists or examples	

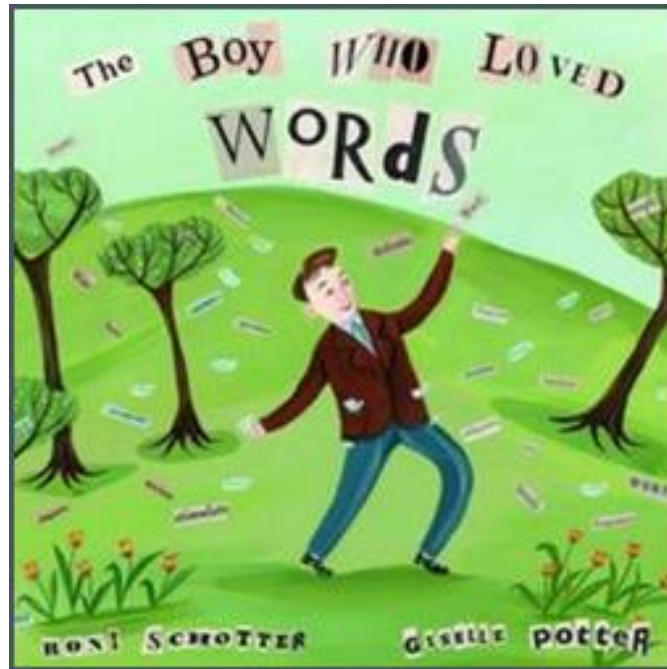
Crystal Ball Words



Word		
Prefix:	Root:	Suffix:
Prefix definition:	Root definition:	Suffix Definition:
Other words with this prefix:	Other words with this root:	Other words with this suffix:

dictate	audible
contradict	auditorium
diction	audience
edict	audiotape
dictionary	inaudible
dictator	audiology
benediction	audition
verdict	auditory
indict	

WORD CONSCIOUSNESS



Word consciousness, - and especially understanding the power of word choice – is essential for sustained vocabulary growth. Words are the currency of written language. Learning new words is an investment, and students will make the required investment to the extent that they believe that the investment is worthwhile. Scott et al, 2006

THESE ARE TEARABLE PUNS

I couldn't quite remember how to throw a
My first job was working in an orange juice factory. I
got canned because I couldn't concentrate.

Did you hear about these new reversible jackets? I'm
excited to see how they turn out.

Yesterday I accidentally swallowed some food
colouring. The doctors say I'm OK, but I feel like I've
died a little inside.

I went to a wedding last weekend where a man
married a television. The ceremony was alright, but
the reception was excellent.

Did you hear about the butcher who backed into his
meat grinder? He got a little behind in his work.

I was arrested after my therapist suggested I take
something for my kleptomania.

A new type of broom has been developed, and it's
sweeping the nation.

Police were called to a daycare where a three-year-old
was resisting a rest.

I'm reading a book about anti-gravity.
It's impossible to put down.
